

Libraries

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The University Library in Its Coöperative Aspects¹

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(Concluded)

Passing now to the select details of matters in which the library coöperates we may consider:

- 1) Two matters of direct coöperation with the student,
 - a) The browsing room
 - b) Reference collections
- 2) Matters of coöperation with the oral teachers in their work with students,
 - a) Undergraduate work. Assigned reading shelves, etc.
 - b) Graduate work. Seminar rooms
- 3) Coöperation with oral teachers,
 - a) In their task of making themselves more alive
 - b) In their task of increasing human knowledge—Special study rooms
- 4) Coöperation with other libraries,
 - a) Stack: number of books needed
 - b) Treasure room: unusual books
 - c) Public catalog: coöperative lending and borrowing
coöperative cataloging and classification
coöperative purchase
coöperative information service,
photostat, etc.

A very modern and very vital method of direct first aid to the student is the *browsing room*. It is essentially a selection of the so called "books of power," or of reading literature. It is closely connected with the idea of classics, ancient and modern. These are the books which human experience has shown to give the greatest stimulus or increment of life per volume or, if you like, per

word, read. In general these are the books of poetry, drama, fiction—the books which deal directly with personal experience—humane and superhuman literature. They pass into the literature of history, literature, art and the sub-human sciences in the form of essays. Now and then there are volumes in these fields which fall clearly into this class, i.e., Darwin. In the old library days, browsing was encouraged by librarians and much help given also by shelves of recommended books but the modern browsing room tempts the student, saves him time and adds much to what he can and does get.

The *public reference room* of a modern classified library performs a function for the literature of information, similar to that performed by the browsing room for the literature of power in culling out the best from the wilderness of stack books. It is a vast saving of time in the task of getting systematic information. A classified selection of best reference books in all classes of literature is the best microcosm in existence. It is a synopsis of the great Universe, the microcosm. The stack is a more detailed model of reality but the reference room is a better one. It is the method for quick information about anything or all things. At the same time it is an

¹Address at dedication of Lehigh University library, April 25, 1930.

incomparable browsing room for the literature of information.

And it is far more than this. In these days when philosophy is again waking up to the crucial value in education of the seeing-things-as-a-whole habit of mind, the value of this collection emerges as second to nothing among university tools. Even to run over often the shelf labels of the classes, reviewing thus the whole scope of the order of the sciences, is a key method of self education. To read through the titles is to review all that one knows of the universe. To browse systematically thru the collection, looking up here and there at points which suggest interest is perhaps the most useful method that there is, after the reading of the greatest books of poetry, drama and fiction, for making one's self more alive—and it has the advantage of systematizing the new life.

For a long time now the carnival of specialization has been chopping up knowledge into the proverbial bag of short strings. Almost the only point in the university where the organic unity of human knowledge has been held up to view is the classified book collection. Now that the pendulum is swinging back, the university has a tool at hand. In the epitome formed by the reference collection, it has a text book of the first order.

Turning now from the direct coöperation of library and students, to indirect aid by the library thru coöperation with the oral teachers in their task, we have, for the undergraduate work, the special shelf provision for assigned and recommended reading in the various courses, the select collections of recent accessions and of lending books of the browsing room type and other like matters. Most of this undergraduate work is of a long established type, but library aid to the graduate teaching of the oral professors is of a new type, developed by the provision of special seminar rooms for their work of instruction in the method of

research. This seminar work calls for a small number of special reference books and a varying quantity of books of sources and special literature on the special topic of the seminar, which changes from time to time with the topic of the seminar. The incredible growth, especially since the war, in university studies leading to the Ph.D., has made this seminar work of training in the method of research one of the most active fields of library coöperation. One notes that Lehigh provides in this new building no less than 11 seminar rooms.

The third aspect of library coöperation in a university is typically associated with the special study rooms so liberally supplied in this new building. It is coöperation with the teachers in their own work of making themselves more alive and it involves two methods and aspects: first, the usual methods of the undergraduate—browsing and systematic information—and second, and above all, the effort to contribute something new to the sum of human knowledge.

If students are to be made more alive, by so much more must the teachers become more alive. As with students, so with teachers, this making more alive begins at home. It is a matter of self education but it is one in which the library can give a lot of help at the most efficient point, which is the professors' research work.

The universities have of late years fully waked up to the vital character of this element in their task. They encourage research, recognize good research results as ground of choice and advancement, are liberal with sabbatical years and special leaves, value medals, special memberships in learned societies, notice results on undergraduate and graduate teaching.

Fun is sometimes poked at the universities over all this which is looked at as a matter of taking prestige seriously and a solemn valuing of empty honors. There is, of course, a lot of humbug about the

matter. Pedantry gone to seed in this way is as foolish as all other pedantry. At bottom, however, it is not a matter of self glorification either of university or professor but a matter of life and death—of making the professors more alive.

The coöperation which the library gives to the professor in his task of contributing to learning begins with the special cubicles or study rooms with doors, where the worker can gather his books and materials and leave them in the certainty that they will not be disturbed. This is of great value to the working professor who must snatch the time for his work when he can and who is able to utilize many small bits here and there if he does not have to put his work away each time.

Another very large way in which the library helps, is in getting books needed for the specific piece of research. In the old days the library got as many of the best books for general use in its general collection as its funds would allow. The research worker used what he had and traveled to other libraries for the rest. Now, if a man is engaged on a serious piece of work every effort is made to get for him all material which can be purchased or borrowed or (within limits) photostated and very serious effort is made at least to locate other material so that the time and money expense of travel may be reduced to lowest terms.

In passing to the matter of practical coöperation with other libraries of learning for the benefit of the clients of each, it will be worth while to give a little more attention to the nature of coöperation than has been given in defining as team work—mutual service, joint or specialized.

The spirit of coöperation is the will to join with others in common action for a common good. In its large sense it is best realized as a whole nation acting as one man, for all matters of common good, or for the commonwealth.

In its narrowest sense it is any two persons acting as one in order to produce more goods than both could produce if acting as two. The action may be joint or reciprocal. Two men can lift a stone that one cannot stir. Two men specializing can produce as many coats and shoes as both could produce, making both, and with a surplus.

In short, team-work gets more results; it may be very far more results than individual work.

The necessary basis for coöperation is likemindedness. The ideas must be in exact agreement before they are put into action or results fail. Architects' plans and builders' specifications must agree if building is to be right and stand.

Coöperation is thus group action based on the likemindedness of that group. The agreements of society consist of a vast number of contracts or formal agreements of all shades together with a vaster number of sub-conscious agreements of ideas, customs, habits, conventions, castes, etc. Many of the usages of polite society are as fixed as the laws of the Medes and Persians. All of these agreements are produced, as John Dewey would say, by communication, or transmission.

This likemindedness or agreement as to something to be done together for the common good is the bond of society. Society is made up of myriads of groups, each united by likemindedness as to a common good to be produced by common effort. Society is the sum of these, but it is something more than a total, it is a coöperating sum—a sum in action, for the common welfare. It is a something which arises from the interaction of all, and is impressed on each individual, so that the likemindedness is existing in each individual, and manifests itself as automatic reaction to a given stimulus.

The recognition of this agreement or likemindedness is the consciousness of kind or feeling of kindness and all this

so far as it goes is the spirit of liking or kindness. This grows inevitably with the multiplication of small agreements of liking and faster in large agreements. Secretary Stimson hinted at something of this sort last week in speaking of the naval agreement. At any event it is a unit fact in human nature and human society that every agreement large or small tends to a large likemindedness or kindness. The greater the number of likings and kindnesses, large or small, the greater the solidarity of nations. In short the greater the number of things that nations can agree to act in together, the greater their disposition to "act as one" in all matters of common concern.

The development of modern library coöperation has been the outgrowth of the movement for intellectual coöperation in the production of new knowledge for the promotion of which there were, already before the war, no less than four hundred international societies.

The discovery of new knowledge is a very highly coöperative matter. It proceeds by an invariable method of gathering together all the records of research on a given thesis to date, uniting these in a single concept or definition or textbook, multiplying this in many minds by education and producing useful variations of the idea in as many as possible of the minds which now have each in itself by communication all that was known of the matter before. As many minds make fresh contribution to the standard idea these are again gathered, integrated, multiplied and develop useful variation to be again gathered. All intellectual progress on any topic, say light or the electron, follows the same path.

The task of the library is gathering the records. Every research student wishes to have before him every useful variation of the idea which has been published. It is an humble but colossal service and basic. It is indispensable to scientific progress.

Integrating is the task of learning, multiplying the task of education, producing useful variations the task of research, but all rest on the indispensable task of the gathering and orderly display of the results of previous research, as the ground for farther progress.

The colossal nature of this task has been referred to. When a student has gathered the titles that he needs to consult the task is often only begun. He must find concrete copies to use. It has been estimated that any one of ten million titles may be called for any day at one of our greatest research libraries. As no such library, not even the British Museum or the Library of Congress has one fourth of this number, the only solution is obviously coöperation.

This is the problem which has given rise to the most extensive and distinctive operations in modern library coöperation, but it is far from being the only aspect of the practical coöperation work of the libraries today.

A few suggestive illustrations of the interlibrary matters in which the modern university is engaged may well follow, as in earlier matters of this paper, the line of the building provisions of this new building. Altho none of them call for much special building space, except for a modest amount in the public catalogs and perhaps more in the information department, they have very important relations to the stack problem and the treasure room.

This new building has a very handsome *stack* provision for five hundred thousand volumes, adequate for some time to come, but it is not too much to say that it would not be adequate except for interlibrary lending. The professors in this university may not call in ten years for ten thousand books for special research which the library does not have, but no one can tell what those books will be. They are ten thousand out of a haystack of ten millions and no one knows which they are. The consequence is that

libraries used to try to meet all possible needs and build up larger and less select collections. Now the tendency is not only to restrict collections but to weed out inactive material. It is believed that there is a very large development in this field to be expected since there are large quantities of duplicate books being stored by the libraries at the cost of a dollar a volume, whose actual use would be served by one tenth of the number, properly distributed and served by co-operative lending at a cost of one per cent of the present interest on storage.

The problem of quantity of books in a library has ceased to be a local and become an interlibrary problem.

The *treasure room* in this library is deservedly adequate. Lehigh has long enjoyed a very high distinction in the matter of unusual books. It was fitting that right building provision should be made. The fact that it has been made gives a very pointed text for one of the main factors in solving by coöperation the big problem of research books.

It is not too fanciful to speak of this treasure room as the interlibrary section of this library. It contains the books of this library which other libraries do not have. It may well be that they cannot be loaned to other libraries but that does not matter. They can be freely used here. If a research student cannot borrow, he will visit if he can locate a copy to visit. This is the beginning, middle and end of the great problem of research books—to locate some copy somewhere of all research books.

There are two ways by which this is done, first by locating group or special collections of unusual books by catalogs of such collections and, second, by locating individual copies by union catalogs or findings lists, printed or card. By including the titles of the treasure room in the union catalog of the Library of Congress, Lehigh does its share and a noble share in the coöperative work.

Those who are interested in the details of these matters will find plenty of printed literature on the subject and your attention need not be detained farther on these very technical matters than to mention a small group which clusters around the *public catalog*.

This catalog, in its ingenious location, is one of the most obviously efficient of the building provisions. It includes besides the card catalog of this library, sundry printed catalogs of other libraries, especially union catalogs, of which the American Library Association *Union List of Serials* is chief. This contains a catalog of some seventy-five thousand periodicals and gives one or more locations where each may be found. If a user does not find a periodical that he needs in the card catalog, the librarian hunts it up here and borrows for him. If he does not find it in the *American Library Association Catalog*, he writes perhaps to the Library of Congress, whose *Union Catalog of Periodicals* in the District of Columbia contains all sorts of minor and unusual titles to the number of two or three hundred thousand or more.

A still more extensive aid available by correspondence is the *Union Catalog of Volume Literature* of the Library of Congress, which contains six million locations of four and one half million works.

This *Union Catalog* promises also to serve as a base for an almost equally important effort in coöperation by purchase. Titles offered for sale and not found by this catalog to be in America, will be purchased by the libraries which specialize in such books. A list of specialized collections of books in American libraries has been prepared as a basis for this work.

The card catalog itself contains many Library of Congress printed cards. This is the greatest accomplishment of library coöperation to date. By the simple publishing and sale of its one million titles

of printed cards, the Library of Congress has simplified and made more economical the cataloging of more than four thousand libraries which use them.

A new step in coöperation which promises considerable economies and efficiencies is being matured by which the classification numbers of the Decimal classification system shall also be printed on these cards.

The coöperative information service of this library is doubtless chiefly confined to information as to books which may be borrowed or loaned but it has one very important contribution in a matter happily becoming more and more usual—its admirable collection relating to Lehigh graduates.

This exhaustive gathering of local literature is one of the most fruitful of contributions to coöperative library science.

Not many libraries can afford to go so deeply into this matter as to furnish typed or photostat copies of material, but they are often able to do something thru the coöperation of libraries which do have photostats and lending to them the documents of which copies are needed.

In concluding the survey of the coöperative activities for which this admirably equipped building permits free functioning without waste of energy, one may venture to refer again to Woodrow Wilson and his baffled ideas for world coöperation. If there were time I would like to review the scene in 1902 when Grover Cleveland, Woodrow Wilson,

and John Cadwallader, doing their coöperative duty as trustees and aided by the expert counsel of Dr John S. Billings spent a long and serious afternoon studying the problems of a university library and chiefly the problem of encouraging coöperative cataloging by the use of printed cards. It was an impressive spectacle to a librarian to see an ex-president of the United States taking as earnest a responsibility in a matter of technical library coöperation as he did in his public duties—and his unsparing pains in these is a part of history.

It may at least be said, however, that Wilson displayed in this little matter of library coöperation, now growing into a matter of world coöperation thru recent international congresses and associations, the same swiftness of perception as to coöperative values that he showed in bigger things in later days.

Whether the form of his vision of a world coöperation thru the League of Nations will endure or will be replaced by a new building better fitted for the actual functions that it must perform is on the knees of the gods.

What is fairly certain to an unprejudiced observer, however, is that this noble effort at world coöperation is not in vain. It holds up an objective. It contributes modest results. It encourages men everywhere to coöperate in everything which is for the public good, secure in the conviction that every such effort is contributing some tiny bit to the aggregate of agreements, likemindedness, liking and kindness of the world.

Portrait of the Librarian as Artist¹

Carl Bohnenberger, assistant librarian, Public library, Jacksonville, Florida

"I became a librarian because I liked books," she said. And later on she said that she left the libraries because she could do no work there. She was like De Maupassant chafing at the bonds of a clerkship, like Keats in the chemist shop, like Conrad driving out, on paper, words while harried by the fingers of disease and suffering from the greatest of all diseases, poverty. She lived among the stacks and she was the only librarian who drew from them inspiration great enough to form the artist. She created, in the short space of 10 years, a style utterly new to American letters and gave to our literature a color which it had never before possessed.

This portrait that I have chosen—the portrait of the librarian as artist—is the portrait, in brief and in part, of the only artist that the American libraries have produced. I refer, of course, to Frances Newman. The rest of the portrait is in the future.

She was, as all of you know, for a while on the library staff in the Atlanta public library and the Georgia Institute of Technology. She immortalized forever the librarian in her second book, *Dead lovers are faithful lovers*, and in satire painted the placid panorama of dead librarianship. She possessed an enveloping eagerness for learning, an amazing erudition and a large capacity for aesthetic understanding. She began to write, of course, long before she entered the libraries. Most people who write have been writing in one way or another all of their lives. Her first published writings were the notes written for the library bulletin of the Atlanta public library. They attracted immediate notice and

caught the attention of James Branch Cabell with whom she carried on a correspondence that lasted all of her life. Meanwhile, she was studying, reading enormously, and writing the prefaces of the stories that went into her first book, *The Short story's mutations*. She was, meantime, acting as head of the leading division of the Atlanta library. Her exotic and accented prose was the result of these years of study. Mencken had sometime before this written his stunning indictment of the South, *The Sahara of the Bozart*; he now wrote another page which he called *Violets in the Sahara*. Her first novel, *The Hardboiled virgin*, was written under the pressure of ill health and the even more exacting demand of an aesthetic creed. Her next novel was *Dead lovers are faithful lovers*. It is the slow unwinding of strange sentences set like black stars on white paper. Her last work was to translate the short stories of the frail Jules Laforgue with a preface to these stories which will stand forever as one of the finest pieces of American critical prose. This last work was done in a state of near blindness. She died a tragic death, an isolated and aloof figure; a supreme artist in the short gallery of American letters.

Her career and life as sketched here is only to give you a brief glimpse of the librarian as artist. It is not strange that she should have been a librarian. It is correct and right that the profession of librarianship should have brought forth a great artist. And yet she is the only one. I close this first part of the portrait, paying tribute to a lonely and unique figure that our profession has done little to honor. But I do not recall a greater name among American librarians. The future will

¹Address given before the Florida library convention, April 10, 1930.

explore the fact that she was a librarian: the future will ponder on her years in the stacks of the libraries.

II.

I now turn to a future theme. It is one that addresses itself very intimately to librarians. I am speaking to librarians and I ask you not to be unwilling to listen, but ask you to be critical of everything I say and to search, if you will, your own recollections as to this profession of ours and its history.

There exists no exact parallel to the indictment which I am about to make. Instead of calling this The Portrait of the librarian as artist, I might have called it Sterility in the halls of Carnegie. I would then have been able to give you, more frankly and honestly, the portrait that I wished to paint. But instead of that, I wish you to see with me the situation that affects our profession. I cannot take up a brush and fill it with vivid colours where there are none from which to reproduce. I can only recite as objectively as possible the incontrovertible and irrefutable fact of this sterility.

No profession has given less to the world of art than that of librarianship. Further, no profession has shown less possibility of contribution than the profession of librarianship. Yet it is manifestly true that no people have at their disposal so closely the heritage of the past, the eagerness of the present, and the hope of the future. But the librarian himself has given nothing. He acts as a caretaker, a custodian, a practitioner of commercialized service. He has built up a solid profession with meaning and standards. But even this can be indicted for libraries remain, where they should not be, a lesser order in the world of education.

Are we then nothing but catalogers of the works of others? Do we merely help others create a literature and we ourselves create nothing?

That is what we have been doing. There is no other profession that is connected with the arts and humanities with such a record. The colleges, the teaching profession, the church, law, medicine and the scientific world, and the others, have given some of their genius to the world of art. From the field of formal education has come the leaders of today's thought. John Dewey of America, Bertrand Russell of England, Unmuno of Spain and Santayana, internationalist, dominate the intellectual life of the world. In a less philosophic and more informal sense the teaching profession has given such men as Harry Elmer Barnes, James Harvey Robinson, John Erskine and many others. Science has given a long list of men to literature. In modern times Darwin, Huxley, Spencer, and Einstein are examples of men possessing along with their scientific genius fine literary abilities. Men like Beebe and Ray Lankester, Haldane and Sullivan, have wielded tremendous influence through their writings. Medicine has given Oliver Wendell Holmes, Osler, Treves and John Brown. From the newspaper has come the literary genius of America. I refer to such men as Eugene Field, William Dean Howells, Frank Norris, Harold Frederic and Stephen Crane as examples from the recent past. Today there is Theodore Dreiser, H. L. Mencken, Sherwood Anderson: these are a few. From the library training ground has come only one profound artist: Frances Newman. Lately, we have in Henry Evelyn Bliss of the University of New York library, what appears to be the nearest approach to a scientific philosopher and metaphysician that our profession has produced.

We have, of course, many scholars in the profession. But they are, almost without exception, in the reference and college libraries. They have moreover, these libraries, a tradition

of scholarship. But there exists no such tradition in the public libraries. I cannot see that the public library of today constitutes anything but a menace to the future of the profession. The engulfing wave of standardized educational systems must eventually overtake the library, unless the library by its individuality and dignity, saves itself. The situation can be realized when I point out that the best single work on library history as a step toward library education, had to be written by a Chinese librarian and scholar. There exists no comprehensive work on the history of libraries by an American librarian; no noteworthy philosophy of libraries by a librarian, and little of anything of practical scientific value by librarians.

But the major issue is that the libraries have given only one great name to American literature. Librarians, then, cannot create?

The blame lies somewhere. The library schools that produce librarians? The institutions that employ them? The librarians themselves? I think a little of each contribute to the dearth of creative intelligence among librarians. The schools demand a certain amount of routine education which is, all too often, only that; the libraries proceed to crush the worker with a round of duties that are exacting to the utmost; the librarians themselves are lacking in a comprehensive view of their own profession. Briefly, in speaking of the latter, we are failing to draw into the profession the exceptional man and woman, but we are drawing every day, men and women who would fit just as well in any of the nondescript positions created by a machine age.

Let us see if we cannot find a way to a practical solution. To bring about the artist in the profession—to give him or her a chance, and as fair a

chance as is given the members of the other professions, there must be a new and more sympathetic attitude from the profession itself. A general policy should and can be adopted by American libraries to bring into the field those who possess the qualities that go toward creative intelligence and good librarianship. Library schools must not stop short at standardization that forbids creation. Libraries themselves must become the training ground for the artist, just as the newspaper is today. I have already pointed out, by comparison to other professions, the fallacy of the belief that librarians should be librarians and nothing else. In that way lies the destruction of the honor and the dignity of librarianship.

To be practical, I present to American librarians and the American Library Association, the following suggestions that may aid in the beginning of a movement within the profession that may radically affect librarianship:

- 1) The appointment of a standing committee of the A. L. A. to promote and aid the efforts of those librarians doing creative work.

- 2) The awarding of fellowships by the American Library Association, the Carnegie Corporation, and similar foundations, to librarians engaged in creative writing and scholarship.

- 3) The granting of an award, or awards every year by the A. L. A. Such an award could be divided into three parts:

- a) for the best purely creative work done by a librarian.

- b) for the best book for children done by a librarian.

- c) for the best piece of scholarship done by a librarian.

- 4) The securing, by the committee, of special attention and encouragement to librarians by publishers.

5) The inclusion in all accredited library schools of a chair in Library history and Literature.

6) The establishment of a magazine to be called, *The Journal of Library Research*, which would give to the profession a journal covering all important phases such as: library history, bibliography, literature, philosophy, classification, higher research, international coöperation in research, technical and psychological studies, printing, and rare books. Such a journal could be produced at one of the greater college libraries and its board of editors include the leading scholars in the profession today. This magazine would in no way conflict with the excellent work now carried on by the two major publications already existing and the projected *Journal of Discussion*.

In explanation of the first point, it need not be necessary to point out that there are already over a score of standing committees of the A. L. A. working on many projects. As far as awards and fellowships go, the whole history of scholarship is made up of examples of aid to the artist. In modern times from De Bussy to Stephen Vincent Benet, who wrote his John Brown's body while a Guggenheim Fellow, the artist has been helped by grants of money that lifted him above the immediate and deadening effect of economic pressure. Some men survive and create unaided; others succumb or the record of their lives becomes the record of the flagellation of the artist by society. The purpose of the modern fellowship is unsentimental and straightforward. It recognizes the existence of an economic system

that threatens to crush the creative intelligence.

The third suggestion, regarding the granting of awards, is something that should have been undertaken long ago by an association as large as the American Library Association and possessing the high standards which it claims. I point out, as an example, that the engineering profession of America, does not hesitate to award in some manner every year those who have contributed to the honor of that profession. Let us, also, honor the men and women in our association who contribute to the lasting dignity and progress of librarianship. The division of award is suggested in order that a wider field of endeavor may be encouraged. For instance, is it not a curious fact that no children's librarian has yet received the Newbery medal?

III.

All of this leads to the future. . .

It is to the future that we must look for the greater librarian. Out of the welter of today's broken projections the larger library must arise. Mr Bliss dedicates his book, *The Organization of knowledge*, to the librarian, who, he says, is educator, organizer and scientist. But I would add one thing more—creator. The librarian shall be an educator to lead men to books that will give courage to carry on the world's labors; he shall be an organizer in order that he may help our growing world intelligence to organize knowledge; he shall be a scientist in order that all of this may be done in the best and most lasting manner with an understanding of the past and a perception of the future, and finally, he shall himself contribute to the culture of his age by his own creative power and take his place with the leaders of human thought and advancement.

The Influence of the Public Library on the Lives of Men and Women

Dorothy M. Black, reference assistant, University of Illinois library, Urbana

In a statistical study of distinguished Americans made some years ago, Scott Nearing pointed out the fact that New England had made a contribution of eminent persons far out of proportion to her population, especially during the earlier decades of the nineteenth century. This is particularly significant, since public library facilities had been more abundantly provided there than in any other part of the United States. "Whether any causal relation exists between the two," Mr Nearing comments, "it is at least worth noting that in the section of the country which shows the greatest fecundity in community leaders there should also be found the most extensive provision of public library facilities."¹

The present study² was concerned not in proving or disproving this statement, nor in gathering statistical information, but rather with what is undoubtedly of greater interest to librarians—the public library's service to the individual. Three hundred and fifty biographies (including autobiography and letters) of eminent American and British citizens of the past one hundred and fifty years were read, to discover if the public library had received any recognition as an influence in their lives. Nearly one hundred examples of benefit from the use of public book collections were revealed, the most interesting of which are related in this article. While the greater number of these are persons who followed literary careers, other fields of achievement are also represented; such as business,

politics, religious and social work, science and invention, education, and the stage.

Of particular interest are those examples of the individual's use of libraries during the formative years of his youth. Large city institutions, small town libraries, the pay circulating libraries, "mercantile" and "mechanics" collections of various cities, the humble school district collections of New York state, and the county traveling libraries of Indiana—such various types appear to have contributed to the education of these young people who were destined to attain a certain eminence among their fellows.

The term "public library" has been used for purposes of this study in the broadest sense to include all the types mentioned by Dr Bostwick,³ as embodying in some respects one or more functions of the modern public library; such as church or parish libraries, town and school district libraries, and subscription libraries including the "mercantile" type. It seemed advisable to disregard examples of use of the libraries of state universities and other educational institutions which might be considered public, inasmuch as the close connection of the library with the class work of students makes for too great difficulty in estimating the influence of the library itself, apart from the direction given by individual instructors.

Tributes to large city libraries

Too familiar to merit repetition is Mary Antin's tribute to the Boston public library. To an English youth, George Gissing, just entering upon a literary career in the new world, this same institution was "a glorious pub-

¹Nearing, Scott. The public library as an index of culture. *School and Society* 4:980-84. December 30, 1916.

²Black, Dorothy Miller. The influence of public libraries as revealed through biography and autobiography. Thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in Library Science in the Graduate School of the University of Illinois, 1928.

³Bostwick, A. E. The American public library. 1923. p.5.

lic library"⁴ which he was sure contained every book that could be desired. Something of the inspiration which he gained from his youthful browsings there was revealed years later, when he was back in England, in a letter in which he wrote of George Sand's *Consuelo*: "Ah, I read it first and indeed George Sand at all first—in the free library of Boston (U. S. A.). There I read ten or a dozen of the novels straight away. What a joy to look back on that first revelling in pure artistic work!"⁵

Inspiration of a more practical sort came to Thomas A. Watson as he browsed in the same library during the days when he was working with Alexander Graham Bell upon the development of the telephone, enabling him to make important improvements in the apparatus with which he was experimenting.

Many years ago Charles Stelzle, a young member of the "Orchard Street gang" of New York's East Side, forced to leave school at the age of eleven, was reading avidly in the Bond Street branch of the New York public library. In recent years, Mr Stelzle, now widely known as a religious and social worker, made an exhaustive study of conditions in New York for the purpose of pleading before the city officials against a disastrous cut in the library budget by showing the relation of the library to social welfare. This study was made, he declares "entirely on my own account and merely as a citizen, and because I owed so much to the New York public library in the securing of my education."⁶

The Webster branch of this same great library revealed a new and fascinating world to a bewildered little girl who trembled with excitement as she received over its desk, in response to her first timid request for a book,

a copy of *Nicholas Nickleby*. Helen Woodward, telling of this experience in her account of a successful business career characterizes it as "that important Webster Library day."⁷

Walt Whitman, least bookish of poets, wrote of his introduction as a boy of thirteen, to "a big circulating library" of Brooklyn as "the signal event of my life up to that time,"⁸ and he continued to make use of libraries throughout his life.

Among the hospitable open shelves of the Pittsburgh Carnegie library, where he browsed often during his police reporting days, Theodore Dreiser stumbled upon the gateway to a broader and richer vision of the world he lived in. To the libraries of Newark and Jersey City, rather than to school or college, Will Durant declares himself indebted for his education.

"The public library played a role in my childhood and undergraduate days that has made me forever its debtor,"⁹ writes Fannie Hurst as she recalls days spent in the St. Louis public library. The Oakland public library supplied Jack London with the greater part of his education, as did the Indianapolis public library for Meredith Nicholson. Thomas Edison's use, during his ambitious boyhood, of the Detroit library is a familiar story. In her *The Road to the temple*, Susan Glaspell tells of the Davenport librarian's discovery of the literary talents of a young factory hand who frequented the reading room in the evenings—the youth being none other than Floyd Dell.

The Public library, Hartford, Connecticut, played an important part in the life of Henry Barnard, eminent American educator. Here, too, young Otis Skinner, already dreaming of a stage career, with the aid of a sym-

⁴Gissing, George. *Letters*. 1927. p.16.

⁵*Ibid.* pp.184-85.

⁶Stelzle, Charles. *A son of the Bowery*. c1926. p.176.

⁷Woodward, Helen. *Through many windows*. 1926. p.5.

⁸Perry, Bliss. *Walt Whitman*. 1906. p.14.

⁹Fannie Hurst—by herself. (In *Mentor*. 16:51. April 1928.)

pathetic librarian searched out the dust covered treasures of Elizabethan drama.

In eighteenth century England, the "marvelous boy," Thomas Chatterton was fortunate in obtaining, through the kindness of a local clergyman, special permission to browse in the Bristol city library, in those days so jealously guarded from the general public. Here he found such works as Geoffrey of Monmouth's *History of the Britons*, Fuller's *Church history*, and Holinshed's *Chronicles*, with the aid of which he gave the final touches to the ingenious pseudo-antique poems begun some years before. George Borrow neglected his law studies to sit in the Norwich Corporation library, poring earnestly over ancient folios in many languages, the fruit of which studies appeared in his subsequent writings.

In the Manchester library the young medical student, Francis Thompson, found the works of the poets of such interest that he soon abandoned his scientific studies; while his reading in the Liverpool library inspired the prospective architect, Hall Caine, to enter, instead, the field of literature.

Village libraries

Not only the larger libraries of cities, but many of the more humble collections of villages have played significant parts in the education of individuals. The little pay circulating libraries which must be counted among the forerunners of the modern public lending library were of great use to such men as William Cobbett, Sir Walter Scott, Thomas Chatterton, and Robert Collyer. From the dusty shelves of James Sibbald's circulating library in Edinburgh's Parliament Square, Scott drew out all the available volumes of old songs and romances, chiefly those dealing with knight-errantry. The political writer, William Cobbett, whose boyhood was without schooling, educated himself, while serving during his young manhood as a private

soldier in the British army, by means of a little circulating library of Brompton, England.

Before he had gained admission to the Bristol city library, Thomas Chatterton spent a good part of his small weekly allowance in borrowing from the circulating libraries of Bristol. Records still preserved show that between his eleventh and twelfth years he drew out over 70 works, dealing chiefly with history and divinity. A little collection of some 200 volumes in the village of Addingham, England, seemed a wealth of books to Robert Collyer during his boyhood as a blacksmith's apprentice.

In the lives of a number of persons we find the influence of those little New England libraries of which William Ellery Leonard writes: "If Boston's public library, the Athenaeum, and Harvard's were destroyed, Massachusetts would still conserve in a hundred colonial villages the best of the long record of man's imagination and thought."¹⁰ Though Daniel Webster, as a boy in the little eighteenth century frontier village of Salisbury, New Hampshire, received only very desultory schooling, he profited by the opportunity of self-education offered by the small circulating libraries of his own and the neighboring town of Boscowen. Later, after his graduation from college, though still too poor to purchase books of his own, we are told, he made use of the library of the village of Fryeburg, Maine, where he was then teaching.

Horace Greeley derived similar benefits from the little library of East Poultney, Vermont, in which village he served during his youth as a printer's apprentice. According to his own words: "I had been generously loaned books from the Minot House while in Westhaven; I found good ones abundant and accessible in Poultney, where I first made the acquaintance of a pub-

¹⁰Leonard, W. E. *The locomotive god*. c1927. p.130.

lic library. I have never since found at once books and the opportunity to enjoy them so ample as while there. I do not think I ever before or since read to so much profit."¹¹

William Ellery Leonard recalls with gratitude his use of the libraries of Bolton, Lancaster, and Harvard Village, Massachusetts. Looking back over the period of his youth spent in Bolton, he finds that he did then much thorough reading and study in widely different fields. "And I retain to this day what I studied and read then; I have asked as a university professor many a question in oral examination for high degrees in English . . . that depended on reading done then and never done again."¹²

John Townsend Trowbridge pays tribute to the little town library of Ogden, New York: "I dare not now attempt to tell how much I owe to that small but well-chosen collection of books—how the common world was transformed for me by the poets and romancers that smiled on me from those obscure shelves."¹³

School district libraries

The little school district libraries of New York State and the township libraries of Indiana appear to have exercised an influence in individual cases quite out of proportion to their apparently humble capacities. As a farm boy in New York, John Burroughs read over and over again the two dozen or so volumes in the West Settlement school district library. Though Murphy, the Indian killer was a favorite, he recalled most vividly in later life the inspiration which he gained as a child of eight from a life of Washington found in this limited collection.

Washington Gladden, recalling his experiences on a New York farm, characterized the school district collections as "a most humane and enlightened

provision."¹⁴ He paints a charming picture of the farm family gathered about the open hearth, after chores were done in the evening, drinking in the magic words which one of the family read aloud, by the light of pine knots or tallow dip, from the borrowed volumes.

Township libraries

Of the township libraries of Indiana, Thomas R. Marshall, citing the case of his own father's benefit from one of them, declares: "Many reasons have been given for the remarkable record of this sneered-at state for its line of authors and orators. When nobody knows the real reason, mine is as good as anyone's. I attribute this literary fecundity and this facility of speech more to the township library than to any other cause."¹⁵ Similarly, Robert Underwood Johnson emphasizes, of two reasons he discovers for Indiana's production of so many writers and such an intelligent reading public, the fact that early in the history of the state "someone had the good sense to promote by act of legislature the establishment of a system of township libraries in every county."¹⁶

James Whitcomb Riley is an interesting example of a citizen who profited greatly by his use of one of these collections—the McClure township library in Greenfield, Indiana. Wherever, during a precarious existence, according to Marcus Dickey, this collection of about three hundred volumes happened to be housed—in the schoolhouse, the boot and shoe store, or the grocer's store—it served as a Mecca for young Riley. Here he obtained the Arabian nights which were "theme and inspiration" to him, and the set of Lives of eminent British painters and sculptors, of which his biographer writes: "Almost all he accomplished in those years of growing manhood

¹¹Greeley, Horace. *Recollections of a busy life*. 1868. p.64.

¹²Leonard, W. E. *The locomotive god*. c1927. p.134.

¹³Trowbridge, J. T. *My own story*. c1902. p.44.

¹⁴Gladden, Washington. *Recollections*. 1909. p.24.

¹⁵Marshall, T. R. *Recollections*. 1925. p.38.

¹⁶Johnson, R. U. *Remembered yesterdays*. 1923. p.27.

was directly or indirectly traceable to the influence of those books, and even after his fame was assured, still those household treasures spoke to him from their printed pages. . . . His interest in grotesque combinations, his sympathy for illiterate people, his love of seclusion, his scorn of extravagance, his freedom from the shackles of imitation, his determination to reach the goal on an individual road—all had a parallel in the lives of those British artists."¹⁷

Mercantile libraries

The mercantile libraries of various American cities, though originally organized for the benefit of "those engaged in mercantile pursuits" have served many persons in a capacity similar to that of the municipal libraries. Henry Morgenthau joined the New York Mercantile library at the age of fourteen, determined to improve his education by doing as much reading as he could. James Huneker was during his youth a daily visitor, and there also Henry Demarest Lloyd, while employed as a page, read widely. Joseph Pulitzer, during his early days in his adopted country, read constantly in the St. Louis Mercantile library, and Walt Whitman, during a visit in the city went there regularly to peruse the newspapers. Whitman also read frequently in the Mercantile library of Philadelphia. In this latter institution, too, young David Bispham, though never foreseeing his own future career on the stage, haunted the shelves devoted to literature of the drama. The Cincinnati Mercantile library furnished with his first book about geology the boy, Nathaniel S. Shaler, who grew up to achieve distinction in that branch of science.

State libraries

It is perhaps not often that young people have access to state libraries, but the ten-year-old Lew Wallace had this unusual opportunity during his

father's governorship of the state of Indiana. Chancing one day upon the library in the State Capitol, he became such an avid reader there that his school work suffered; "yet," he wrote later, "strange to say, education went on with me, for I was acquiring a habit of reading."¹⁸ Years later, when a man, he took an equal delight in the Library of Congress. While preparing the book which was to follow the publication of *The Fair God*, he wrote: "I spend most of my time in the library . . . I have gone through everything on the shelves relating to the Jews. From the mass I selected two works indispensable to my plot,"¹⁹—the plot which became the famous *Ben Hur*.

British museum

While such brief but definite proofs of the influence of public book collections in the lives of young people hold particular interest for the librarian as educator, the role of libraries as laboratories for the adult worker is no less important. The nature of this role was admirably expressed some years ago by Charles F. Newcombe who commented upon the debt of men of letters "to the charm and association of some particular library, where, surrounded by other literary workers and investigators, men of letters, historians, and poets of the past and to-day have obtained under quiet surroundings the tools of their craft, and the inspiration which has enabled them to leave to the world the children of their minds."²⁰

In such capacity as regards men of letters the British Museum library stands out as a splendid example, from the days when Thomas Gray, inspecting it soon after its opening to the public in 1759, pronounced it "indeed a treasure."²¹ There Henry Francis

¹⁸Wallace, Lew. Lew Wallace, an autobiography. 1908. v.1, p.54.

¹⁹*Ibid.* v.2, p.891.

²⁰Newcombe, C. F. Debt of men of letters to libraries. (In *Library Association Record*. 15:502-21. October 15, 1913.)

²¹Gray, Thomas. *Letters*. 1909-13. v.2, p.83.

¹⁷Dickey, Marcus. The youth of James Whitcomb Riley. c1919. p.94.

Cary elaborated the notes for his famous translation of the *Divine comedy*, and Charles Lamb reveled in the Garrick collection of dramatic literature. Thomas Carlyle, Frederick James Furnivall, George Ticknor, Thackeray, Charles Reade, George Eliot, Edward Eggleston, John Richard Green, Swinburne, Henry Adams, Richard Jeffries, Brander Matthews, George Gissing, William Butler Yeats, Ernest Thompson Seton, and Rupert Brooke, are among the great number of distinguished men of letters, English and American, who have profited by that splendid collection.

It served in lieu of a private library to Samuel Butler, author of *The Way of all flesh*. Charles Dickens attended the Museum reading room on the day after his eighteenth birthday made him eligible for admittance. Of the time which he subsequently spent there, Mr Forster writes: "He would frequently refer to these days as decidedly the usefulest to himself he had ever passed; and judging from the results they must have been so."²² William Archer recalls that he caught his first glimpse of young George Bernard Shaw, then but lately arrived in London, in the Museum reading room "studying alternately—if not simultaneously—*Das Kapital* and an orchestral score of *Tristan and Isolde*!"²³

A haven of refuge

Whether or not librarians endorse the idea of welcoming unreservedly to their reading rooms the vagrant element of the populace, interesting examples appear of individuals belonging, at least temporarily within this category, who have been greatly benefited by their use of public libraries.

A particularly familiar instance is that of Francis Thompson, who was at one time requested to remain away from the Guildhall library because of his ill-kept appearance. William Hen-

ry Daviess, the poet, while roaming through England as a poor peddler, always sought out the libraries of the towns he visited. He found the Birmingham library especially hospitable and pleasing, and later, having settled down in London, he also spent much time in the Lambeth library. It was during these hours spent in libraries that he began to write with the growing determination to follow a literary career.

"By some craving of the mind," writes Jim Tully, former vagrant, "and with no guidance whatever, I early read the great masters of all literatures . . . My love of reading saved me from most of the time-killing vices of my environment. It made hunger, degradation, and the jail less poignant . . ."²⁴ A great part of this reading, if one may judge from his *Beggars of life*, was done in public libraries.

The young Italian immigrant, Pascal D'Angelo, encountered bitter disillusionments in this land of promise to which he came as a youth, but he found solace in public libraries. His first experience of a library was in that of Edgewater, New York, where, he recalls gratefully, he was kindly received in spite of his broken English and ragged working clothes. Here he stumbled upon a book which changed his life materially. It was Shelley's *Prometheus unbound* which inspired him to forsake a life of manual labor and risk starvation to become a writer. During his subsequent struggles and discouragements in New York City, he found the public library his one refuge where, forgetting for a time the squalor of his own living conditions, he might "build up a world of beauty for my soul,"²⁵ until happier days which brought a recognition of his literary work.

²²Forster, John. *Life of Charles Dickens*. n.d. p.36.
²³Henderson, Archibald. *George Bernard Shaw*. 1911. p.97.

²⁴Tully, Jim. *Ex-hobo looks at America* (In *Scribner's Magazine*. 82:310).

²⁵D'Angelo, Pascal. *Pascal D'Angelo, son of Italy*. 1924. p.169.

Under the guise of Henry Ryecroft, George Gissing describes a similar experience in the British Museum reading room. "At the time when I was literally starving in London," he writes, "when it seemed impossible that I should ever gain a living by my pen, how many days have I spent at the British museum, reading as disinterestedly as if I had been without a care! . . . My hunger was forgotten; the garret to which I must return to pass the night never perturbed my thoughts."²⁶

During that part of his life as described in *A story teller's story*, after he had turned his back upon his former career in the business world, Sherwood Anderson relied greatly upon public libraries for entertainment and inspiration in the midst of an aimless existence.

Marcus E. Ravage, when, a newly arrived immigrant from Roumania, he was employed as a factory hand, made

good use of his enforced leisure during the dreaded slack periods, by reading in the public libraries. Michael Pupin made a similar use of the Cooper Union library which he came to regard as a spiritual refuge in the midst of blackest despair.

Such examples as these, limited though the number seems when one considers the vast field of biographical material, offer encouraging proof that the public library has been recognized, outside of library circles, as filling a definite place in the lives of individuals—both in the education of youth and in the productiveness of the adult worker. They should suggest to biographers of the future the value of public library records, as Mr Koopman²⁷ has suggested with regard to those of college libraries, as a source of information on the influences contributing to the making of the individual.

Letters—Information and Discussion

Not Subscribers

It has come to my attention that an agent of the Junior Literary Guild has been stating, or implying, that the Carnegie Library of Pittsburgh is a subscriber to the book service of that organization. No subscription has been placed by this library with the Junior Literary Guild or with any other children's book club

ELVA S. SMITH

Boys and Girls department
Carnegie library of Pittsburgh

Too Many Poor Books in Libraries

Dear Editor:

I hoped you had "started something" by the editorial in *LIBRARIES*, p.49, anent the mystery stories, and have been waiting ever since for someone to answer

some of the very pertinent questions used in the editorial. By the way, that was a neat way of stating some important facts. But did anybody answer the important question, What do the records show as to who is reading the mystery story? I have watched such records as I have spied around and my conclusion is that the readers are young people, more young women than young men, but too many of both.

My answer to the question further on is that there is something worth while in the Newark proposal to leave the handling of such books to the rental libraries. The sediment left in the minds of the readers by most of the mystery stories is no better than was that in what was doled out years ago by the abhorred "dime novel." Indeed, in most cases, it

²⁶Gissing, George. Private papers of Henry Ryecroft. p.44.

²⁷Koopman, H. L. The college reading of famous men. (In *Bookman* 61:543-52. July, 1925.)

is as bad, and it is worse in many cases. The mystery story is too often a "paper back novel" dressed in board covers and sold at a higher price.

What do the custodians of the public libraries think about this? Are they waiting for permission from someone before telling? Or waiting for someone to tell them what they think? Can't we have a little first hand opinion? I believe too much money is put into poor books under the name of mystery stories. Am I wrong? TRUSTEE AND TAXPAYER

Contributions for Ruth M. Wright Memorial

The Ruth M. Wright Memorial Fund committee has thus far received \$753. Although it was the original intention to make it a loan fund, the amount received has reached such goodly proportions that the committee has decided to hold the fund until it reaches \$1,000 and then turn it over as a scholarship fund, the interest of which would be sufficient to pay the tuition for one term at Pratt.

If there are any who have not made a contribution and who are planning to do so, the committee requests that checks be sent in as soon as possible so that the fund may be available sometime during the next school year.

M. Louise Hunt,

Public library,
Racine, Wis.

Chairman

Library Matters in China

It will be a matter of regret to many friends of the Boone library school and of Miss Mary E. Wood to learn that the proposed celebration of the triple birthday of the coming of Miss Wood to the Boone library, the founding of the Boone library, and the starting of the Boone library school, has been postponed on account of the civil war now going on in Central China. A letter from Mr Samuel T. Y. Seng says that as the disturbance is growing more serious each

day, they have that it best to postpone the celebration until October.

The China Foundation for the Promotion of Education and Culture has made a gift of \$10,000 for the building to be erected in honor of Miss Wood. The gift is conditional. The gift will be made provided the full sum of \$60,000 is forthcoming. A number of pledges from the old Boone men and other friends in China have been contributed.

The regular two-year course in library training is to be continued at the Boone library school and, in addition, next fall a one-year course for the training of library assistants will be started.

An Oxford Commission Coming

The University of Oxford has appointed a commission to visit university and other learned libraries in Europe and America, with a view to extensions of the Bodleian library. The arrangements for the tour in America, which will begin about the middle of September, are in the hands of the Rockefeller Foundation, who are assisting the University in its investigation. (See LIBRARIES, p.288)

Members of the visiting commission are Sir Henry Miers, chairman; Sir Frederick Kenyon; Sir Edmund Chambers; G. N. Clark of Oriel College, Oxford; H. R. F. Harrod of Christ Church, Oxford; and Kenneth Sisam of the Clarendon Press, secretary.

A Good Tool: A Book Wisely Read

To the lawyer, the physician, the preacher, the engineer, the manufacturer, the manager, the salesman, the fireman, the mason, the painter, to these and to the men of all other callings this truth applies: This is the day in which print is a tool ready for all men's hands; those who grasp it and use it do the most, do it the best; most wisely apply their talents, and, if those talents permit, win thereby to greatness.

J. C. D.

Why Not American Library Association?

Editor, LIBRARIES:

I have just seen a circular issued by the N. E. A. regarding a plan for developing adult education work under an organization in which the N. E. A. shall take the initiative and assign the chief responsibility for carrying forward the department of adult education; to seek the coöperation of the American Federation of Labor, the United States Chamber of Commerce, the American Legion, the American Bar association, the American Medical association, the National Congress of parents and teachers and other national agencies; to appoint a committee in each state and to provide for contacts with all sorts of organizations.

Where does the A. L. A. come in here? Is it already working hard at the job or is its help not considerable, or was it forgotten?

C. M. P.

Fellowship Appointment from Commonwealth Fund

The appointment of 33 students from British and Colonial universities and the British Colonial Service to Commonwealth Fund Fellowships has been announced by the British Committee of Award. These appointees are to enter American universities in the fall of 1930, travel thru the United States in the summer of 1931, and complete a second year of study before returning home. Three of the 1930 fellows come on leave of absence from government service in India and Africa.

The Commonwealth Fund established these fellowships in 1925 as a contribution toward the development of understanding and good-will between Great Britain and the United States. The total number of fellowships to date is 148.

Prize Novel Competition

Announcement is made of the fifth \$10,000 prize novel competition, ending February 1, 1931, by Harper & Brothers. Carl Van Doren, Ellen Glasgow, and Grant Overton are the judges who will select the prize-winning novel. Any American citizen who has not published a novel in book form prior to January 1, 1921, will be eligible for the prize. Manuscripts must contain not less than 30,000 words and preference will be given in general to works of full novel length (60,000 to 100,000 words).

Once in a While

Once in a while—happily not very often—we hear of an assistant who, on receiving a newly filed application for a library card which is faulty or improperly filled out, tears up the blank in the face of the applicant with the statement, "This is no good!"

Aside from the almost incredibly bad manners of such conduct, which is calculated to irritate any self-respecting person, it is hereby pointed out:

That an application blank belongs to the applicant until it is accepted by us, and that we have no more right to destroy it than we have to destroy his hat;

That a faulty application should, so far as possible, be corrected by the assistant in the presence, and with the help of, the applicant;

That no assistant should declare an application faulty until it has been referred to the branch librarian or other person in charge;

That registration is too important and particular a matter to be entrusted to assistants without the experience, common sense, and native tact to handle it competently both as to matter and manner.

C. B. R.

—C. P. L. Staff News

Monthly—Except August
and September

Libraries

Mary Eileen Ahern, Editor

216 W. Monroe Street
Chicago, Illinois

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|---------------------------------|------------|----------------------------------|---------------|
| Subscription - - - - - | \$3 a year | Five copies to one library - - - | \$12 a year |
| Current single number - - - - - | 35 cents | Foreign subscriptions - - - - | \$3.50 a year |

By the rules of the banks of Chicago, an exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or postoffice money-orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at market prices.

Contributions for current numbers of LIBRARIES should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

Vacation Time

WHEN this number of LIBRARIES shall have reached the hands of its subscribers, it is hoped the A. L. A. will have come, but not gone! A running commentary on the proceedings and pleasures of the meeting will be at hand, but not such a satisfactory report as is planned to appear in the next number of the magazine in October.

The time between then and now will be spent in planning new things for the coming winter, in measuring the distance

already traveled and the ground to be covered before the end of the volume, in meeting library school students and librarians in localities outside of Chicago and the adjacent regions, and in laying up stores for the winter after the fashion of the squirrels.

It is an occasion in which to wish a restful and happy vacation to those who have earned it, and a continuation of the joy in their labor with which all good librarians are blessed.

Visiting Libraries Here and There

A LETTER from the librarian of the Iowa State College library at Ames to Miss Emily V. D. Miller of A. L. A. Headquarters, Chicago, is one which would form a good basis for a new resolution for American librarians. The letter concerns a recent visit of Miss Demchevsky, librarian of the Ministry of Education of Bulgaria who has been visiting this country for some little time, and gives an account of what Miss Demchevsky was able to contribute to the interest and help of a college community on a recent visit.

The following is part of the letter:

We are very grateful to you for arranging for Miss Demchevsky's visit to Ames. She arrived at nine o'clock in the morning, looked over the library, and at ten o'clock talked over the radio on books and reading in Bulgaria. She was especially interested in responses from the radio and in the Radio book club. She met the president and the dean of the Graduate college, and some of the heads of departments which are doing work which she thought might be of especial value in Bulgaria. At 4:30, she talked to members of the Home Economics faculty on costumes and textile designs in Bulgaria. At six o'clock, we had a staff dinner for her with some invited guests, and at eight o'clock she was entertained by the Cosmopolitan club to whom she talked on her work.

Miss Demchevsky made a very fortunate impression here on the campus. She was kind enough to dress up some of the freshmen girls in her native costumes and we had quite a dress parade. I believe her visit was of mutual benefit. All who met Miss Demchevsky were very enthusiastic over her ability, her quickness and her apparent understanding of conditions. She is very expert on textiles.

I think she enjoyed it here, because we have an agricultural clientele which more nearly approaches conditions in Bulgaria. Miss Demchevsky seemed to have a keener understanding of relationships which should exist between the faculty and the library than many American college librarians.

CHARLES H. BROWN

Such visits may be counted as important events, not as mere occasions.

The visits of a number of foreign librarians, who have made similar contributions in very brief visits to American libraries, give reason for pause to the American librarians who have listened to library representatives or investigators in recent years from Norway, Sweden, Denmark, Holland, Bulgaria and other places, giving full information concerning intellectual matters in their own country and showing an intelligent interest in the work of American librarians even tho it be different from their own.

The burden of proof, it seems, rests on the latter in the comparison that might be made of the presentations of the foreign visitors to America and of the presentations of the American visitor in foreign countries. The discussion and the exact knowledge of what it all means, of many of the American women visitors to foreign parts, certainly leave room for one to wish that the presentation reflected more credit on actual conditions than is bestowed by the comments of some "Americans abroad." There is more the spirit of a playtime in the attitude of the latter in comparison with the foreign visitors to this side of the Atlantic. The latter, for the most part, are serious-minded with an intelligent curiosity in regard to what they wish to see, and one cannot remember of ever hearing the equivalent of the American's "Isn't that funny?" that is nearly always perpetrated when something appears different from what the observer has known.

As for the men visitors, well, "the discussion of this had better be dropped 'til Mrs Boffin leaves the room."

Trouble Follows Growing Cities

THE library law of Illinois provides a rate of one and two-tenths mills as a tax for library maintenance for cities with a population of and below 100,000. For cities above that size, the rate is five-tenths mill.

Several Illinois cities are feeling proud over the census reports on their population, very properly, perhaps, but there is need for careful attention to accompanying results. What seems to be the next step is legislative action, lest many plans for library service in those cities which have grown beyond the 100,000 mark may be curtailed in effectiveness by the

curtailment of the amount of money available for the library service because of the five-tenths mill rate allotted to cities of their size.

The time that will elapse before the next regular session of the legislature will be ample, also, for a clear understanding of the situation and doubtless with the attention given to the matter, it will be a comparatively easy thing to secure amendments adjusting the situation properly. But it is a matter that should receive timely consideration before the legislature convenes so that clear understanding may prevail.

Celebration of John Dewey's Seventieth Birthday

One of the valuable books of the year, valuable for everybody who is at all interested in study of any kind, is the volume issued recently by the Harvard University Press, John Dewey: the man and his philosophy. This is a compilation of the addresses that were delivered in New York in celebration of the seventieth birthday of John Dewey.

This very notable celebration was a spontaneous occasion sought by the great thinkers of the day in America as an opportunity to express the high regard in which they hold Professor Dewey personally, and as a manifestation of their appreciation of the great work he has done. Ten eminent persons, connected or interested in the intellectual development in America, spoke before the company of friends which met at the Hotel Astor in New York on October 19 to honor the occasion. President Angell of Yale University presided. Messages from eminent persons all over the world were presented and, in addition, the addresses collected in this book were offered.

The first speaker was Jane Addams of Hull House, Chicago, who talked on John Dewey and social welfare. Among the eminent speakers were Herbert W. Schneider, George H. Mead, James R. Angell, James Harvey Robinson and Henry W. Holmes.

Every high school in the country and certainly the teachers college libraries at least, should have a copy of this book at easy access and at tempting reach to the young students who visit their rooms. Educational and philosophical theories have been advanced and developed thru John Dewey in his half century of study and teaching beyond those of any other man.

While it is well that record has been made of the appreciation by American

men of letters for one of their numbers, it is equally gratifying to realize that with all the honor that has been shown him, John Dewey is still a fine type of a real American citizen whose influence and words will not pass for many a long day, if ever. The long line of eminent citizens who form the "National committee for the Celebration of John Dewey's seventieth birthday" forms a roster of leading American citizens in the intellectual world of the country and the sincere expression of their appreciation can in no wise be questioned. As was aptly said by James Harvey Robinson, "Who could say anything about Dewey that wouldn't be a contribution to liberal thought?"

Benjamin Franklin—a Useful Citizen

The year 1930 is being celebrated as the subscription library's bicentenary. "The mother of all the North American subscription libraries," as he called it in his autobiography, was founded by Benjamin Franklin in Philadelphia in 1730. He induced the members of a literary society called "Junto" to assemble their small individual collections of books in the common meeting room where they would be available to any member. It afterwards developed into a subscription library and opened one day a week to subscribers "on their promissory notes to pay double the value if they were not returned."

The *Detroit Free Press* calls attention to the fact that while public libraries were fostered by Franklin, it was not the only improvement which he introduced to his fellow American citizens. Whether it was a better system of street sweeping, an improved stove or closer acquaintance with the principles of electricity, in his library scheme, Benjamin Franklin antedated Andrew Carnegie by nearly two centuries.

Celebration at the John Crerar Library

On Friday afternoon, May 23, a pleasant hour was spent by the staff and officers of the John Crerar library, Chicago. The occasion was the recognition of the completion of a quarter-century of service in that library by the present librarian, J. Christian Bay.

Mr Bay went in 1905, from the Library of Congress to the John Crerar library where he had charge of accessions for a number of years. The important duty of that office and the organization of that work kept him busy, but from time to time his duties were extended and his own professional spirit moved him to lend a hand to one and another departments until a general knowledge of the whole scheme of the library service of the John Crerar library became a familiar story to him. As the passing years took their toll of the staff of the library in the executive department, and Dr Andrews the late librarian, Mr Tweedell, Mr Josephson, Mr Usher and others left their places in the Crerar library, responsibility of various kinds naturally fell into the hands of Mr Bay until when Dr Andrews was compelled to resign thru ill health some two years ago, Mr Bay was chosen as librarian of the John Crerar library where he serves today to the satisfaction of all concerned.

An appreciative group including the president of the library board, Mr L. A. Busby, and Colonel A. A. Sprague representing the board, met with the staff at the library and expressed the high appreciation held by the board of the service of Mr Bay, presenting him with a written testimony of their regard. Mr Bay was also the recipient of several handsome presents from the members of the staff who through the assistant librarian, Mr Randall French, expressed their appreciation of the personal interest which Mr Bay had paid to them personally and as an entire staff. Mr Bay's

reply in his own modest fashion, replete with humor, feeling and wit, closed a very happy occasion after which, informally, the members of the staff exchanged felicitations with their chief and with each other.

A Bronze Tablet to Mr Dana Unveiled

A custom in Newark, N. J., that one might wish was more general, is the dedication each year of a memorial to a citizen of Newark who has served his city well. The memorial this year took the form of a tablet to John Cotton Dana which was unveiled in the Newark public library, May 16. Children from 64 schools with members of the library and museum staff and personal friends of Mr Dana were present at the unveiling under the auspices of the Schoolmen's club. The president of the Schoolmen's club said the date of the founding of the city was suitably honored by paying tribute to the memory of one of its most distinguished citizens.

Part of an address made by Dr John H. Finley, associate editor of *New York Times*, at the services was as follows:

Two years ago in making an address to a national body in Ithaca, I remember remarking that on my way I had passed thru Newark, which was to me John Cotton Dana City. Euripides said that to be happy it was necessary that one should be born in a great city, but I think that many a youth or man or woman entering manhood or womanhood has had a certain promise of happiness just by reason of having been born in the city to which John Cotton Dana gave the riches of his mind and heart and hand. He has done much to make Newark a great city to be born in. . .

I have often thought of Dr Dana as a prophet—a prophet of the printed word. . .

I should rather say the prophet of the printed word than the prophet of the book, for a newspaper, a picture, an article of utility and beauty with its label was to him as a book. His library was a museum and his museum a library. They were both the residence of a new group of the muses, the modern "mindful ones," devoted to the creative arts and not alone to the employments of the ancient nine—mindful of the happiness of people of the community. . .

Certainly Dr Dana deserves to be ranked and remembered as one of the great teach-

ers of his state, of the United States and of his time. He believed in adult education but not as an encroachment on the proper work of schools. A year ago he spoke of his plan for "tracing clear roads thru the ever increasing mazes of information" and made this statement which suggests one reason for my coming as a newspaper man to speak here today. . .

The Green Mountains must be proud to have given him his cradle and must now be happy that he has come home again, but Newark may claim him as her permanent citizen and prophet.

A Survey of the Canadian Library Areas

The plan of making a library survey of Canada has developed to the point of activity. A committee consisting of John Ridington of the University of British Columbia, Mary L. Black of the Public library of Fort William, and Dr George Locke of the Toronto public library, has been appointed, and a grant of \$10,000 for the survey given by the Carnegie Corporation, thru the A. L. A. Headquarters.

The territory will be divided. Mr Ridington and Dr Locke will do the Maritimes, the three members will coöperate in Ontario, and Miss Black and Mr Ridington will do the Western provinces of Manitoba, Saskatchewan, Alberta and British Columbia. There will be an effort to get the basic facts as to present Canadian library organizations, to consider recommendations for improvement and for general Canadian library coöperation.

Mr Ridington has been granted a three months leave of absence by his university, and July, August and September will be devoted by him to the work.

A copy of a Chinese translation of Susan Grey Akers' Simple library cataloging has been received at A. L. A. Headquarters. Miss Akers' book has been translated by Samuel Tsu Yung Seng, director of the Boone library school, Central China College, Wuchang.

A Library for Negroes, Clarksdale, Miss.

The Public library of Clarksdale, Mississippi, was opened in 1914, the building being a gift of Mr Carnegie, with a few purchases, many donations, and under the supervision of a local caretaker. In 1915, the Board engaged Miss Hoyland Lee Wilson who has been in charge ever since.

This library has served the county residents as well as the town. Thru the schools, the extension service of the library was continued for several years until the demand for service far exceeded the funds available. The legislature then allowed Coahoma County to appropriate money for the support of the library. Since that time the stations have grown from a few in schools to farm houses, stores and any place where it was possible to place books, until there are now 33 stations served by the book wagon.

In the county population of 40,000, two-thirds were negroes and the extension of service was considerable of a problem. The books were increased for the school service and later several stations were started in the homes of the negroes. The librarian, Miss Wilson, met with the leaders among the negroes and the latter agreed to raise \$1,000 toward the establishment of a branch library. The county and city authorities agreed to help, and in a few months has followed the erection of a branch library building for the negroes.

The dedication on May 4 was planned and executed with a splendid program entirely by the negroes. The branch was opened with 1,800 books on the shelves and has had a circulation of 100 books a day ever since. Another colored branch has been opened at the Colored Agricultural high school. This serves as a clearing house for the county schools for negroes as the teachers meet once each

month and take with them books for the schools.

The main library with its branches has more than 40,000 v. The circulation for last year before these branches were opened was over 100,000. Books are kept in the schools of the city, sent to camps for Boy Scouts for the summer season, and any book in the main library is always made available to either race upon request.

In 1929, thru a bond issue of \$30,000, the building was enlarged to more than twice its original size. The library service has increased accordingly. In this year, the Rosenwald Fund became interested and for the ensuing five years the Fund will aid to the extent of approximately \$18,000.

They Would a Visiting Go

The Bagshaw Publishing Company of Denver selected a party of 10 outstanding librarians who met at Sterling, Colorado, May 10, and proceeded by motor to New York, visiting the larger publishing houses in the east and stopping at many interesting points. The party included the city librarian from Helena, Montana, librarians from Sheridan and Laramie, Wyoming, and others from Colorado cities. Mrs Nellie Wilson, librarian of the Public library of Scottsbluff, Nebraska, was chosen to represent her community.

Advisory Council on Radio

A national advisory council on radio in education has been organized by the American Association for adult education. Levering Tyson of Columbia University has been appointed director. The work will be carried out thru a series of local and regional councils to be established, and thru an advisory and information service to be supplied to the chain, independent, and university and college broadcasting stations. The organization of

the new council has been made possible thru financial support for the first year, accorded by John D. Rockefeller, Jr. and the Carnegie Corporation of New York.

The article by Frances C. Sayers in the April *Bulletin* of the A. L. A., p. 97, Library service and schools of the air, shows some of the possibilities in connection with radio programs.

Return of Mr Burton Stevenson

Mr Burton Stevenson, who has been director of the American Library in Paris for four and a half years, has resigned his position and will return to America. Mr Stevenson's engagement was for two years, but he has awaited the pleasure of the trustees of the Paris library for his return until now he feels he can no longer delay in returning to his work in America. Mr Stevenson has on hand the carrying out of certain play and publishing contracts which demand his presence here. His publishers, also, have been clamoring for a revision and enlargement of *The Home book of modern verse*. Mr Stevenson will be in America about July 1.

Eccentrics

Men must eat

Some lesser moments of the great are revealed in *A Fighting Parson*, the autobiography of Alexander Irvine. When Mr Irvine landed in New York City, a penniless immigrant, he got a job driving a milk wagon. On his route, he passed a restaurant wherein John Masefield was earning a meager pittance in order to live. At that same time Maxim Gorky was in a tubercular bakeshop in Moscow and Jack London was an oyster pirate on San Francisco bay.

Appearances to the contrary

In spite of an apparent lack of interest in things religious there is proof in the following statement from the National Association of Book Publishers that religion is not a thing of the past:

Of the 10,187 new books and new editions issued in the United States during 1929, 806 were religious books, 7.8 per cent of the total. It is interesting to note that the only two classifications which exceeded religious books were works of fiction, which reached a total of 2,142, and children's books, 931.—*Chicago Daily News*.

American Library Association

Notes and news

Among the interesting things in No. 2 of the *Subscription Books Bulletin* are the following:

The definition of a subscription book; an extract from Mudge's Guide to reference books—How to judge an encyclopedia; an amusing tale from the New York *Herald-Tribune* relating the mental gymnastics of a supposed father in an endeavor to find useful the encyclopedia which he had bought from the pretty book agent in his effort to meet and answer the questions of his 10 children.

The *Reviews* as they stand include: Carpenter's world travels, recommended; Chambers' encyclopedia, recommended with reservations; The children's hour, recommended; Cobbett's cyclopedic survey of chamber music, recommended; Encyclopedia of the social sciences, recommended to all the larger libraries and reference rooms; Journeys through bookland, not recommended; Lives of game animals, recommended to any library that can afford it; Mythology of all races, recommended to large libraries; Nelson's perpetual looseleaf encyclopedia, not recommended for library purchase; New century book of facts, not recommended; North American wild flowers, recommended to large libraries; Pageant of America, recommended; Smithsonian scientific series, expensive, libraries advised to wait before purchase; Young folks' library, not recommended for general purchase at the price.

The Committee on subscription books is as follows:

Chairman, May Wood Wigginton, Denver public library; Alice M. Jordan, Boston public library; Leslie T. Little, Public library of Waltham, Mass.; E. S. Robinson, Public library of Vancouver, B. C.; E. Ruth Rockwood, Library association, Portland,

Oregon; Adah F. Whitcomb, Chicago public library.

The *Bulletin* carries the following statement:

We ask libraries to send us fugitive or supplementary information on sets reviewed, titles that should be listed in an early number of the *Bulletin*, names of sets that are being pushed by their publishers in their particular localities. All reviews will be compiled from the opinion and experience of many librarians.

The length of the reviews differs in various sets. A commendable feature is the statement as to where the volumes will prove useful, as in a home, art gallery, a large library, etc.

Tommie Dora Barker has resigned as librarian of the Carnegie library, Atlanta, Ga., and has been appointed by the A. L. A. Headquarters, regional field agent for the South. A new county library development has taken place and is steadily growing under the influence of the Rosenwald grants. Miss Barker was unanimously selected by the Policy committee of the Southeastern library association for the appointment which has been made possible by grant from the Carnegie Corporation. Headquarters will be at Atlanta and the regional work will be under the supervision of the Library Extension committee of the A. L. A.

Sarah C. N. Bogle, assistant secretary of the A. L. A., will represent the Association at the meeting of the International library committee in Stockholm, Sweden, on August 20. Miss Bogle's trip has been made possible through a grant from the Carnegie Endowment for International Peace.

The International library committee is the directing body of the International Federation of Library Associations, which was formed last year in Rome largely through American aid and initiative.

Miss Bogle will also attend a small conference of the World Association for Adult Education which is to be

held at Brunnsvik, Sorvik, Sweden, August 26-27. She also plans to visit European library schools and libraries.

The John Newbery medal, awarded by the A. L. A. section for library work with children for the most distinguished book of the past year, was presented to Rachel Field for her book

Hitty, her first hundred years, illustrated by Dorothy Lathrop. Miss Field is the author of a number of books, plays and poems for children.

Dorothy Lathrop has to her credit, among other notable things, the illustrations in Walter De La Mare's *Three Mulla-Mulgars*, and in Dorothy Canfield Fisher's *Made-to-order stories*.

A. L. A. treasurer's report
Summary of receipts and disbursements
For the month ended April 30, 1930

| Budget | April 1 Balance | April Receipts | April Disbursements | April 30 Balance |
|---|--------------------|--------------------|------------------------|---------------------|
| Adult Education | \$ 3,101.14* | \$ 2,331.00 | \$ 1,584.87 | \$ 2,355.01* |
| Board of Education | 3,881.96* | 1,464.00 | 2,590.62 | 5,008.58* |
| <i>The Booklist</i> | 2,374.21* | 1,636.85 | 2,849.68 | 3,587.04* |
| Books for the blind | 876.73 | ..... | ..... | 876.73 |
| Building fund | 618.07 | ..... | ..... | 618.07 |
| Contingent fund | 680.50 | 499.00 | 120.00 | 1,059.50 |
| D. C. numbers on L. C. cards | 264.45* | 5,157.71 | 456.48 | 4,436.78 |
| Educational adviser | 188.00 | 599.00 | ..... | 787.00 |
| Foreign government serials | 9,754.99 | ..... | 693.72 | 9,061.27 |
| Headquarters | 3,519.04* | 3,370.00 | 1,683.34 | 1,832.38* |
| International library coöperation | 5,372.48 | ..... | ..... | 5,372.48* |
| Library extension | 1,409.97* | 1,737.00 | 1,345.57 | 1,018.54* |
| Membership and conference | 18,189.20 | 2,446.33 | 2,903.24 | 17,732.29 |
| Paris library school | 48.82 | ..... | 5.09 | 43.73 |
| Prison library study | 846.79 | ..... | ..... | 846.79 |
| Regional field work in the South | 13,500.00 | ..... | ..... | 13,500.00 |
| Publishing | 2,539.66* | 7,711.71 | 11,842.64 | 6,670.59* |
| Rural Library Extension institute | 1,786.66 | ..... | 5.21 | 1,781.45 |
| Southern survey | 1,464.93 | ..... | 90.33 | 1,374.60 |
| Special membership and endowment | 3,345.48 | 1,610.00 | 576.03 | 4,379.45 |
| Summer institute | 267.99 | ..... | ..... | 267.99 |
| Textbooks | 1,442.50 | ..... | ..... | 1,442.50 |
| War funds | 82.25* | ..... | ..... | 82.25* |
| Total | \$41,210.46 | \$28,562.60 | \$26,746.82 | \$43,026.24 |

Balance represented by cash, deposits and advances

| | |
|--|-----------|
| Group insurance | \$ 84.72* |
| Imprest cash | 500.00 |
| Lake Shore Trust and Savings Bank (Payroll account) | 500.00 |
| Lake Shore Trust and Savings Bank (Checking account) | 10,000.00 |
| National Bank of the Republic | 5,618.65 |
| Building fund | 618.07 |
| First National Bank | 10,536.87 |
| Advances | 15,337.37 |

\$43,026.24

*—Overdraft

The American Library Association has just published a list of 500 books for the senior high school library. Selections, made by the vote of 24 representative high school librarians, were so carefully chosen that they form a practically in-

dispensable collection. Descriptive notes and buying information are given. Cataloging and classification arrangements are provided with the future growth and enrichment of the library in mind. Every need of school reading is met.

Library Meetings

Boston—The Boston group of catalogers and classifiers held their spring meeting, April 23, with an attendance of about 75. Officers elected for the coming year are: Chairman, F. Louise Lucas, Fogg Art Museum library, Harvard University; secretary-treasurer, Elsie A. Grob, Lynn public library. The discussions were full of interest as the speakers were themselves interested in their subjects and tried to share their views with the audience.

In a discussion of Methods of coöperation between the catalog and reference departments, Ruth H. Calkins of the Seattle public library referred to a note book kept in the reference room "for corrections and suggestions" of catalog checked up each week. New subject headings are sent each week to the reference department. Once a week the head of the reference department consults with the head of the catalog department on the following points: Goes over new books considering the classification and subject headings; any changes to be made in the catalog. A book of rules about the catalog made by the catalog department was found useful to assistants in both departments.

Mary E. Hyde of Simmons College library school made the following points: The reference librarian should be allowed to take anything in the catalog department out for use, provided she invariably leaves a record of it. Cards to be filed should be left on the rods until there is an opportunity to look at them. After this, they may be dropped into place and locked in the tray. The reference librarian should examine all books as they leave the catalog department, noting such material as is of special use. The reference librarian should feel perfectly free to report to the cataloger needed title cards, guide cards, references, analytics, etc., which she has found lack-

ing, as well as errors. This should be done preferably in writing in a book in which other staff members enter their criticisms. The cataloger should be most discreet in regard to requests for help which come to her. She should look out for the interests of all departments. However, as the work of the reference librarian is directly with the public, reference works must be put through the catalog department at maximum speed.

Marion A. Cooke of the Providence public library checks monthly checklists of state publications to be sure that all entries listed are in the catalog. Miscellaneous pamphlets and ephemeral material are shown to the head of the reference department before being either thrown away or added to the catalog. This allows the head of the reference department to decide upon material that is not strictly reference material.

Ruth E. Brown of the Brookline public library said the reference librarian looks over as many non-fiction books as possible, suggesting classification number and subject headings. The reference librarian advises about new subject headings. Strict alphabetical arrangement in filing sometimes gives way to a logical arrangement for convenience. Each member of the staff gives some of his time to reference and circulation work. New assistants are given two lessons in the use of the catalog.

Mrs Frances R. Coe of the Massachusetts state library reported on the rule of having the reference staff scheduled also in the catalog department. That they may become specialists, each is responsible for certain important groups of books. Reference assistants check order lists along their own lines and look at the L. C. cards when received for the depository file. Duplicate order cards are filed in the catalog for all purchased books and

these are removed when the catalog cards are filed. Books go to place in the reference room as soon as possible, and the L. C. or typed cards are made later from the data on printed form.

Mildred Tucker of Harvard College library said the classifier who is expert in her particular field is responsible for those sections of the public catalog which pertain to her subjects, as well as the cataloging and classification of the books which fall into her groups. Additions or corrections asked for by the reference librarian are sent to the head cataloger's office and are attended to immediately.

Professor Chester N. Greenough of Harvard University told of the Hollis collection of books at the College library, sketching the personality of the third of that name who so generously sent many volumes on political theory, many being beautifully published and ornamented according to his directions. (*From report by Ethel Turner, secretary.*)

Chicago—At a meeting of S. L. A., Illinois chapter, at Northwestern University, May 1, the officers elected for 1930-31 were:

Joseph A. Conforti, Peoples Gas Light and Coke Company, president; Etheldred Abbott, Ryerson library, Chicago Art Institute, vice-president; Buena Lindsay, Marshall Field and Company, secretary-treasurer.

William Shinnick, "Scrutator" of the *Chicago Tribune*, gave an interesting talk stressing the idea that libraries should advertise more.

JOSEPH A. CONFORTI
Secretary

Philadelphia—The last meeting of the Pennsylvania library club for the season was held at the Free library of Philadelphia, May 12. The president, Mr A. Edward Newton, opened the meeting with the announcement of the

election of officers for the coming year, as follows:

President, A. S. W. Rosenbach; first vice-president, Ernest Spofford; second vice-president, Anne Wallace Howland; secretary, Martha Coplin Leister; treasurer, Josephine B. Carson.

The speaker of the evening was Edwin A. Fleisher who discussed the Edwin A. Fleisher music collection. He began his talk by giving a brief history of the Symphony club of which he is the founder and supporter. "Its purpose," said Mr Fleisher, "is to train musical students in orchestral work and to familiarize them with a wide orchestral repertoire, by reading at sight." There are over 300 members ranging in age from nine to forty-five years who are admitted to the various classes through examinations and for which there are no dues of any kind. The music library which has been collected for the use of the Symphony club for 21 years has now become very extensive and very valuable, and wishing to place it where it would be available to the largest number of music students and musicians, Mr Fleisher has given it to the Free library of Philadelphia where it is now housed in the main building under the supervision of the Music department. The collection contains over 900 scores for string orchestra alone; there are 1600 works for full orchestra; and about 1000 concertos. Many scores in it are now unobtainable anywhere else. Mr Fleisher's interest will not cease during his life time and every year he is purchasing music for the library. Slides were shown of the Fleisher collection room and of a few of the rare and valuable scores.

A letter from the board of the Free library of Philadelphia was read expressing deep appreciation of Mr Fleisher's gift.

Coming meetings

The Kentucky library association will hold its annual meeting at Paducah, October 9-10.

The next annual meeting of the Illinois library association will be held in Moline, October 15-18.

The Southwestern library association will hold its 1930 meeting at Dallas, Texas, October 29-November 1.

The annual meeting of the Pennsylvania library association will be held in Wernersville, October 21-24, 1930.

There will be a joint meeting of the Ohio, Indiana and Indiana Library Trustees associations at Dayton, Ohio, October 15-17.

A group of North Central states including Minnesota, Wisconsin, Iowa, Nebraska, North and South Dakota will hold a regional library conference in St. Paul, October 14-17.

Interesting Things in Print

The new 1930 supplement to the Directory of libraries of Philadelphia and vicinity, compiled by the Special Libraries council of Philadelphia, has been brought up-to-date, listing 238 libraries—public, institutional, and private, and their resources. Copies may be had from Helen M. Rankin, secretary, S. L. C., Free Library of Philadelphia.

The Catholic Periodical Index, volume 1, number 1, appeared in March and fulfills in actuality the statement of the sub-title, a guide to Catholic magazines. Its story was graphically told in *LIBRARIES* 35:269. Its format presents the familiar appearance of the Wilson publications which is an assurance of high quality of preparation.

A selected list of works on the Massachusetts Bay Colony and Boston has been issued as a contribution of the Boston public library to the celebration of the Massachusetts Bay Tercentenary.

The historical background of the Colony is outlined in the earlier pages, but the greater part of the list is devoted to the developing life of Boston and offers some material on almost every phase of the life of the city.

No. 20 of the Bibliographical Contributions of the United States Department of Agriculture library is a checklist of publications on entomology issued by the United States Department of Agriculture thru 1927. Requests for the publication should be addressed to the Office of Information, U. S. Department of Agriculture. Librarians desiring *Farmers' Bulletins* in quantities may obtain them free by applying to their representatives in Congress or to their United States senators.

The forthcoming presentation in the *Reading with a Purpose* series is No. 59, Shakespeare, by Felix E. Schelling. The following material will be presented:

Histories

King Henry the Fourth, Part 1

The Tragedy of King Richard the Third

Comedies

A midsummer-night's dream

Twelfth night; or What you will

Tragedies

Romeo and Juliet

Macbeth

These plays can be read in any edition of Shakespeare

Books to consult

A life of William Shakespeare, Joseph Quincy Adams, Houghton, 1923, \$5 (Students ed., \$2.) 560 p.

England in Shakespeare's day, George B. Harrison, ed. Harcourt (English life in English literature series), 1928. \$1.60. 239 p.

Shakespeare's theater, Ashley H. Thorndike, Macmillan, 1916. \$3. 472 p.

Elizabethan playwrights, Felix E. Schelling, Harper (Plays and playwright series) 1925. \$2.75. 335 p.

English literature during the lifetime of Shakespeare. Felix E. Schelling, Holt, 1927. \$3. 492 p.

A Philadelphia newspaper has been tracing the interesting changes in reading tastes in the past 10 years. Ten years ago, naturally, the war books took the most prominent place, tho within the

last year a number of new volumes have shown a revival of interest in the great conflict. Aviation is to the fore now, and biography, philosophy and religion made a good showing. The paper spoke of the new field of biography in which not a few of the volumes might be classified as fiction. Many authors popular 10 years ago are now neglected.

The executive committee of the California library association authorized publication of the history of that association for the period 1895-1907. The compilation of the narrative was made by George T. Clark, librarian emeritus of Stanford University, Palo Alto, California, who was one of the original members who organized the association, and an active factor in its development and of library work in California in the early years of the life of the California association. Mr Clark was the first vice-president and the second president of the association.

The Public library of Newark, N. J., has issued a pocket size list of books on "Machine shop practice" for students and men in the shops. The preparation of the list was requested by Mr Fred Ermold, instructor in Machine shop practice at the Essex County Vocational School for Boys who aided in its preparation, with advice from Donald Hendry, chief of the Technical department of the Pratt Institute free library. A sufficient number of the lists have been printed to provide them for such libraries as wish to use them (five cents each).

The Kansas City public library coöperating with the Kansas City Boy Scouts has compiled a Boy Scout reading program with the idea of encouraging good reading among Boy Scouts. After a setting out of the Kansas City council book badge requirements, and merit badge regulations, a list of more than 400 books is given under the headings—

Some standard books, Some phases of scouting and Other good books.

A special card with spaces for record of reading is given to each boy and one is kept at the library.

A pamphlet "Library service for everybody," prepared for the meeting of the National Congress of Parents and Teachers which met at Denver in May, is one that contains the cream of that library persuasion which seems to be necessary for people to realize in order to know what it is all about.

One suspects a librarian somewhere having a finger in the pie of preparation because the usual library following is there in the picture of the Jefferson County book automobile. Many people ought to know where all the Jefferson counties are and be able to pick out the one that is pictured by the compiler of such little booklets, but they never do, unfortunately.

The Council for Scientific and Industrial Research of the Commonwealth of Australia, Melbourne, has published a "Catalogue of scientific and technical periodicals in the Australian libraries." This catalog contains some 35,000 entries and includes the contents of 132 libraries. It is intended as a record of all publications of scientific interest that have been issued in Australia for the use of scholars everywhere. Extensive explanatory notes and cross references are included. Much of the information in the notes relating to the entries has been unobtainable previously outside of Australia.

The Pan American Union, Washington, D. C., has issued a list of the subjects of their booklets which, doubtless, will be of interest in most libraries.

There are illustrated booklets at five cents each in the American Nation series in which some 20 countries are treated; in the American City series, some 19 cities are treated; under Com-

modities, stories of some 20 products are listed. Seeing South America, Seeing the Latin republics of North America, Ports and harbors of South America, Seeing the United States, four volumes of considerable size, are illustrated and give facts about travel and related subjects in the various countries named. The *Monthly Bulletin* is published in three editions: English, Spanish and Portuguese.

The Standard catalog for high school libraries, Supplement, 1926-29, has been issued by the H. W. Wilson Co.

This is the first supplement to the Standard catalog for high school libraries, Part 1 of which was issued in 1926. The selection of titles included has been made with the help of school librarians and educators. Like the Catalog itself, the Supplement includes books for general reading as well as those intended for school work.

In addition to the 203 new titles added this time, this supplement includes the 682 books and the pamphlets which made up the second supplement issued in 1929. A list of the titles added in this supplement is given at the end for the convenience of those wishing to check additions made this year.

The May number of the *Carnegie Magazine*, sponsored by the Carnegie Institute, the Carnegie Institute of Technology and the Carnegie library, has material of interest for all sorts of book people and, especially, for librarians.

One of the most attractive contributions in the May number is an article, "The Festival of Hans Christian Andersen," written by Elva S. Smith, head of the Boys and Girls department of the Carnegie library. After paying tribute to Hans Christian Andersen and his remarkable life, Miss Smith tells a most interesting story of the

celebration of the one-hundred and twenty-fifth anniversary of Andersen's birth by the Pittsburgh library and its branches. She tells that the principal exhibit was at the main library where interesting and colorful material was on exhibit, including early American editions of Andersen's work and a wide variety of modern illustrated editions. At the Mt. Washington branch was a collection of clay models representing figures from the fairy tales, made by school boys and girls. At the Hazelwood branch, "The Snow Queen" was presented in the auditorium. At the Carnegie lecture hall, a varied program was provided which was intensively interesting and illuminating. At the settlements and at all the branches, the occasion was made much of and it is safe to say that a majority of the boys and girls in Pittsburgh "shared in some way in the festival occasion."

A concordance to *The Devil and the lady*, by Alfred Tennyson, edited by Charles Tennyson, his grandson, is soon to be published by Dr A. E. Baker, F.R.Hist.S., F.L.A., as a supplement to his Concordance to the works of the late Lord Tennyson (1914).

This later work of Dr Baker promises the same helpfulness that has been found in his dictionaries of noted English authors. It contains approximately 8,400 quotations or references, and is arranged in strict alphabetical order. All proper names are included. Compounded words are placed in their proper alphabetical sequence, cross-references to them being given under the second portion. The act and scene, together with the number of the page and the line are supplied, thereby facilitating the finding of a quotation or reference.

The edition—which will be based on the number of subscribers—will be strictly limited.

A most attractive story, Anton and Trini, is by Virginia Olcott who has been particularly successful with her books for children, tho as yet she does not enter such a wide field as her sister, Frances Jenkins Olcott. Virginia Olcott, who lives in a mountain village in Switzerland, has very skilfully woven information about that country—its mountains and villages, cities, customs and festivals—into a story for children of the fourth and fifth grades. The delightful illustrations by Constance Whittemore, many of them in colors, add to the delight of the story. School libraries will find this particularly valuable and pleasing to the children. (Silver)

Charles E. Rosset, chancellor of the consulate general of Switzerland in New York, says of Miss Olcott's book:

To have compiled for children of this country, in an inducing form, a work which—besides acquainting them not merely with the life and customs of Switzerland—gives them an insight into the economic activity, the crafts, the education and the international importance of our country, is the aim attained by Miss Virginia Olcott in her attractive book, Anton and Trini.

Published at a time when efforts are made the world over to create a better international understanding among people, thru the medium of education, we feel that this work is more than a mere book for children and that it will awaken among the younger generation of this country a sound interest in the ideals, the thriving and steady life of the oldest democracy of the world.

Miss Olcott has succeeded in rendering in her book things typical of Switzerland comprehensible to children of the English tongue, without depriving the story of its local color. The illustrations are fortunate and of good taste. Miss Olcott is to be congratulated for her conscientious work, which bears the author's knowledge of her subject.

Antoine Laporte says of *Francesco Colonna*, by Charles Nodier, a tale of the writing of the Hypnerotomachia, translated by Dr Theodore W. Koch:

This work is a kind of artistic, amorous, poetic and architectural vision, written in a strange manner and unfortunately sometimes unintelligible. Is it authoritative? Is it mystical? It is impossible to say. If some writers value this work highly, others criticize it with equal energy.

Library Schools

Carnegie library, Atlanta

After 25 years of successful history the Library school, Carnegie library of Atlanta, becomes the Library school of Emory University, with an enlarged program for development. The school will be housed in the library of the University and will continue to offer practical work in both public and university library systems. After September 1, 1930, the address will be Emory University, Georgia.

Emory University library school offers five scholarships of \$1,000 each for the year 1930-31. These are open to Southern men holding bachelor's degrees from approved colleges. Applications should be submitted as soon as possible.

Miss Tommie Dora Barker, who resigned as director of the school in June, received the honorary degree of doctor of literature from Emory University, the only woman ever to be thus honored at Emory.

Carnegie library school, Pittsburgh

The Carnegie library school was established in 1901 and until 1916 gave training exclusively in Library work with children. While a course in Library work with schools and a course in General library work have been added, the course in Library work with children continues to be the most popular. The school has graduated more than 700 students who have come from 40 states and eight foreign countries.

University of Michigan

On invitation of the University of Michigan about 150 librarians from southern Michigan and northern Indiana spent the day, May 16, inspecting the library school and the various departments of the library.

A large delegation from the Detroit public library was present; also representatives from the public libraries of Grand Rapids, Flint, Lansing, and

South Bend, Indiana. Librarians were also present from several of the smaller public libraries, Albion and Kalamazoo Colleges, Michigan State College, and Michigan State Normal College.

A student from Mexico

Senorita Maria Teresa Chavez, librarian of the Cervantes library in Mexico City, has received a fellowship from the Carnegie Endowment for International Peace thru the A. L. A. for a year's work in an American library school. She has made application for admission to Pratt Institute school of library science and will hold a substitute position for a couple of months in the Detroit public library before entering Pratt in the fall.

Western Reserve University

The Founders Day exercises of the School of Library Science, Western Reserve University, were held in the assembly room of the school on June 10. Dr Charles C. Williamson, director of Columbia University library, gave the address, *The Place of research in library service*.

Summer schools

The eleventh annual summer library school of the University of New Hampshire will be offered, with the Public library commission of New Hampshire coöperating, July 14-25.

The McGill University library school will give a summer course at the University of British Columbia in Vancouver simultaneously with that which is given at McGill, July 2-August 9, 1930. The aim is to meet the needs of those already engaged in library work and to prepare high school graduates as assistants in medium-sized libraries.

The first—and inexorable—essential to culture is a sincere desire for growth and self-development, a sincere desire to live the fullest and richest life that is possible.

The Home Library Prize Contest

In a contest sponsored by the General Federation of women's clubs and the National Association of book publishers, prizes were offered for the most attractive photograph of the family library in an average American home, accompanied by an essay on *The Home library—How to build it and how to use it*.

Awards have been made to Mrs Zoa G. Hawley, of Superior, Wis., who received the first prize, \$75; Mrs J. F. Llewellyn, Mexico, Mo., second prize, \$50; and Mrs Clarence A. G. Pease, Quakertown, Pa., third prize, \$25.

Honorable mention was awarded to: Mrs J. C. Bradley, Waterbury, Conn.; Mrs Alfred R. Williams, Ft. Collins, Colo.; Mrs George C. Gephart, Clayton, Mo.

The essays were surprisingly good. One writer said:

"It's rather important that anyone who plans to build a library acquaint himself with the standard editions of any books he may plan to buy. The very best guide and friend you can have for this purpose is a bookseller for he always has advance information. Another helpful friend is the librarian in the public library."

Colonel J. M. Mitchell of the Carnegie United Kingdom Trust, at a meeting of the Library Association of Ireland on March 28, said that the trustees proposed for the period of 1931 to 1935 to concentrate in connection with county libraries on the problem of branches in populous urban areas. Grants, therefore, will be given mainly to industrial counties. It had yet to be decided which of the counties of England, Scotland, Wales and Ireland could properly be included. The suggestion that grants should also be available for county library headquarters had to be abandoned because of insufficient funds.—*The Librarian*.

Department of School Libraries

A book is, I think, in its best meaning an offer of friendship from him who writes to him who reads.—Alexander Meiklejohn.

Know the Indian¹

Alice K. Calvert, teacher of Manual arts,
Grand Rapids, Mich.

How are we as teachers and librarians going to teach children really to know the Indian? If they are to have a fair understanding of the country they live in, they must know the truth concerning the history of that country. To know this United States of America we must know the original inhabitants of it.

In the study of the Indian, cruel wars and fighting have filled too many pages in our textbooks. Far too much emphasis has been laid on the savage cruelty of the Indian. Most of our earlier books were written by the men of the superior race, with only his side of the story of the struggle for civilization.

Is there not a wholesome attitude to take concerning the life of the Indian that will enrich the young child's experience? The Indian that is trying to adjust himself to the modern civilized ways of living is far different from his ancestors a few generations back. Really to know a person one must live with him. Cannot children become better acquainted with the Indian if they can actually experience some of the ways of living of these early people? Can we find books so vividly and interestingly written they become enthused in a play life of the Indian? Teachers of Indian life say it is a subject that won't wear out. It is remarkable how the simplest phase of Indian life holds the interest of the child.

More and more are we beginning to realize that children hold a great interest and respect for some of the simple necessities of life that are too often taken as a matter of course. In this age of machinery where most of the materials we

use are made behind partially closed doors, a great deal of the understanding and interest in these materials are denied the child. A great many of these changes have come in so short a time we do not realize today what interesting experience children are actually missing. They have no knowledge whatever as to the source or production of many of the most common needs of life. By going to the Indian and early American, we readily can realize and appreciate the advancement we have made in the past century and the great changes wrought in the last quarter of a century.

The child's inquisitive mind wants to know the "How" and "Why" of the thing he studies. The easiest way for him to understand is for him actually to experience thru manipulation the thing he is learning.

In our school-room today, if we tried to teach the early Indian in the old fashioned way of studying merely the printed page it would seem as a skeleton of the past. The school of today that really teaches the Indian in a fair way lives the life as nearly as possible right in the school-room. Up goes the Indian dwelling; wool is sheared from the sheep's back and processed just as the early Americans did until it is ready to weave; dishes are molded in clay, Indian fashion; typical costumes are made and decorated. When leather was needed in the Indian household the rabbit or sheep or steer had to be skinned and tanned. The cornmeal is ground and baked in simple fashion and tastes as delicious to the proud bakers as dainty bread at home. Soon Indian life begins to permeate the whole life of the school-room. No other way of understanding the "How" and "Why" of a thing is so easy as actually experiencing the thing himself.

¹ Paper read at the twenty-sixth annual conference on children's reading at the Public Library, Grand Rapids, Mich., May 3, 1930.

To know and understand the home life of these early people would justify a complete study, but this is just a background, a favorable situation in which to teach a greater respect and finer attitude toward these our neighbors. In such a realistic setting, Indian poetry finds a great charm and appreciation. Love of nature so vital in a child's life has a great inspiration in the Indian boy and his knowledge of nature lore.

No longer can we intelligently study the Indian in a general manner, taking for granted they all lived in wigwams and painted their faces. Today we must appreciate something of their great tribal system. We learn that tribes living in the same type of country were somewhat alike in their customs and habits. Usually the children will choose one tribe or locality and make an intensive study of it. Or they may wish to make a comparative study of several tribes. Interest might center in the home or dress of different tribes.

This almost universal appeal that the Indian makes to the child makes a study that is rich in worthwhile leads. It has an historical as well as a social significance for the child. Every subject in the school curriculum can be correlated to make a rich study; in reading, thru the Indian stories and poems; geography, thru a study of the Indian's physical environment; history, thru a study of the Indian's relations to the white man; industrial arts, thru a study of his food, clothing, shelter and tools; language, thru his dramatic play and retelling of stories; he uses fine arts by reproducing Indian designs, he sings Indian songs; and physical education, through Indian dances.

But what has all this to do with librarians and books? They are the very foundations of this study. A large part of the success of the activity depends on the reading and help from the library.

In this schoolroom with its various activities about there is also a corner in

the room, often called the Library corner. It is a very popular and necessary part of the school equipment.

Indian pictures on the bulletin board help to make the corner attractive. Very often there comes from the main library books in a box that may not look so attractive to the stranger, but which is a very valuable box to the school children. It means there are books especially selected for their specific subject of interest. A real Indian study means that each child will wish to have a library card. The library habit is thus developed. Far too often are the books in the school room found inadequate to meet their needs. These library cards make it possible to search for material in several places. The school library is usually the first to be called to their assistance, then the nearest branch library and finally a search thru the shelves of the main library bring helpful books to aid in the study.

Can you imagine the delight of the child searching for the "How" of some of the things he wants to make, finding such books as *The How book*, by the Indian author, Arthur C. Parker, or *The Book of Indian crafts and Indian lore*, by Julian Harris Salomon, or *How the Indians lived*, by Frances R. Dearborn? A book that has tried to present Indian deeds of bravery, cunning, or violence in their true setting, that is thru the Indian's eyes—not the white man, is, *Indian heroes*, by Walker McSpadden. The child, whose special interest is studying various tribes, will find *Myths and legends of the Great Plains*, by Kathryn Berry Judson, helpful. Charles Eastman, an Indian living the early type of Indian life himself, writes a very vivid story of his life in his book, *Indian boyhood*.

Authors of today are realizing the desirability of presenting the Indian to the child in a fair manner. As one author states, "the most misunderstood of all the races, the Indian, at last is winning the recognition that is due him."

The Indian of today deserves consideration too. Where is he living and how is he adjusting himself to our modern ways of living? Members of different tribes have made names for themselves and their people in various walks of life and deserve recognition for their achievements. Flora Warren Seymore has written a book, *The Indian today*, that tells much interesting information concerning our modern Indian.

We might mention many more delightful books for children. But let us return to the work of the school-room. We realize this independent search by the child in many books has become one of the strongest, most effective ways of learning because it is learning with a very definite purpose and the information gained is related. He goes to library books to satisfy his desire for information, and learning really takes place. At the same time he is broadening his knowledge, he is also learning many other desirable things, concomitant learning we call it today. He is learning to be systematic; he is getting valuable practice in taking notes; he is given instruction in checking out and returning library books. He is learning a respect for people who help him find the answers to his questions. He is reading with a definite motive and learning to evaluate the worth of his information. He is learning thru pictures. His teacher hopes he is strengthening some of the specific reading aims for his grade such as: increasing his accuracy in silent and oral reading thru habits of accurate and rapid recognition; developing a wider eye span of recognition and proper hygienic habits while reading. She hopes he is stimulating the finer emotions as love, sympathy, kindness, justice, etc., thru an acquaintance with some of the best in literature.

Needless to say, all the outcomes and values from such a study cannot be measured. If we were to meet the children that participated in a study of this

kind, I believe we could say their attitudes toward the Indian were wholesome, and their own lives richer and fuller because of the study they had made.

Quantitative Library Standards for Secondary Schools

At the 1929 meeting of the North Central association, Mr E. L. Miller, assistant superintendent of schools, Detroit, and Dr G. W. Rosenlof, director of secondary education, State department of public instruction, Lincoln, Nebraska, were directed to prepare quantitative library standards for secondary schools. To obtain data upon which to base recommendations, they sent out to each of the North Central high schools a questionnaire embodying tentative standards based on library studies which have been carried on by the North Central association since the year 1917.

This questionnaire followed the routine plan which brought in the information that was necessary. It dealt with the number of librarians, training of librarians, pay of librarians, initial number of volumes per pupil, library seats per pupil and annual cost for books. The report was signed with the name and title of the person making the report.

Out of 2,242 high schools in the association, 1,464 replied. The vote from these schools is shown in the following tabulation:

I. Number of Librarians

| | Ade- quate | Inade- quate | Ex- ces- sive |
|--|---------------|-----------------|---------------------|
| a) In schools under 250—1 half-time librarian | 971 | 128 | 122 |
| b) In schools 250-499—1 full-time librarian | 949 | 37 | 118 |
| c) In schools 500-999—1 li- brarian and a half-time librarian | 741 | 72 | 181 |
| d) In schools 1000-1999—2 librarians | 762 | 112 | 79 |
| e) In schools 2000 plus—2 librarians and one half- time librarian for each additional 1000 pupils or fraction thereof..... | 720 | 156 | 61 |

II. Training of Librarians

| | | | |
|------------------------------------|------|-----|-----|
| a) A bachelor's degree.... | 1024 | 46 | 199 |
| b) Academic studies—75 hours | 804 | 167 | 64 |
| c) Education—15 hours ... | 881 | 109 | 107 |
| d) Library training—30 hours | 1031 | 68 | 151 |

III. Pay of Librarians

| | | | |
|--------------------------------|------|----|-----|
| The same as for teachers | 1171 | 49 | 179 |
|--------------------------------|------|----|-----|

IV. Initial Number of Volumes per Pupil

| | | | |
|----------------------------------|-----|-----|-----|
| a) In schools under 250—10 | 903 | 133 | 164 |
| b) In schools 250-449—7.. | 831 | 132 | 75 |
| c) In schools 500-999—5.. | 755 | 176 | 36 |
| d) In schools 1000-1999—4 | 715 | 194 | 23 |
| e) In schools 2000 plus—3.5 | 706 | 203 | 21 |

V. Library Seats per Pupil

| | | | |
|---|-----|-----|-----|
| One seat for every 10 pupils enrolled in school | 957 | 274 | 168 |
|---|-----|-----|-----|

VI. Annual Costs for Books

| | | | |
|---|-----|-----|-----|
| a) In schools under 250—\$1.50-\$375 maximum.... | 924 | 107 | 144 |
| b) In schools from 250-499—\$1.25-\$625 maximum.. | 820 | 81 | 119 |
| c) In schools 500-999—\$1.00-\$1000 maximum.. | 776 | 88 | 79 |
| d) In schools 1000-1999—\$.75-\$1500 maximum.... | 727 | 115 | 59 |
| e) In schools 2000-3000—\$.50-\$1500 minimum.... | 708 | 133 | 49 |

As a result of this investigation and the discussion that followed in the Commission on secondary schools, the Committee on standards was directed to include the following provisions for library maintenance in its recommendations for the year 1930-31:

Personnel

a) Schools of 1,000 or more pupils, at least one full-time librarian who is professionally trained and holds a bachelor's degree or its equivalent.

b) Schools of less than 1,000 pupils, part-time teacher-librarian with technical library training.

c) Proper allowance for library aid.

Books and periodicals

a) Cataloged library of 800 live books chosen so as to serve school needs.

b) About 15 periodicals chosen to serve the school needs.

c) Proper allowance to be made for public library aid.

Budget

a) At least \$200 per year for books and periodicals.

b) At least 75 cents per pupil, according to local conditions.

Training Midshipmen to Use the Library

The problem of teaching the midshipmen at the Naval Academy how to use properly the resources of the library has been a puzzling one for a number of years. In common with most administrators of college and university libraries, we have felt that the man who completes his four-year course, and fails to learn and to appreciate the value of what a good library has to offer, has missed a very real part of his education. We have felt, too, that it was but fair to him to teach him the most economical and efficient methods of seeking information both in reference books and in the general field of literature.

In the past, it was a common experience with us to have a graduate of the Academy tell us that during his four years at Annapolis as a midshipman he never once entered the library or read one of its books. To remedy this state of affairs, the English department in close coöperation with the library, attacked the problem. It is difficult to say as yet how much success has attended our efforts, but as the actual number of books drawn by midshipmen from the library has increased 650 per cent since 1922, when this idea was adopted, it seems fair to assume that we have secured reasonably encouraging results. It should be kept in mind that the Naval Academy, unlike most colleges, requires but little required reading from library books, but that all use of such books is entirely voluntary except for some prescribed reading during "plebe" (freshman) summer.

The problem with us was probably less difficult than with most institutions. For our midshipmen come to us as plebes in early summer. This gave us from two to three months to get acquainted with them before the academic year opened. And what was far more important, it gave them an opportunity to become acquainted with us and with our library facilities.

The first plan tried divided the entire class of plebes into two groups, about equal in number. The first group came to the library at 1:30 on Friday afternoon of each week. This group stayed in the library until 3 p. m. The second group came in at about 3:10 and stayed until about 4:30. Each group was in charge of from three to four civilian instructors from the department of English. Each of these instructors had charge of a squad. Each squad was taken to the catalog and given some explanation of its intricacies. They were then taken about the library and shown the location of the principal reference works and periodical indexes. The instructor generally gave some explanation of these different works. How much information actually "soaked in" it was impossible to calculate. But we hoped for the best. As an exercise each man was required to prepare a short list of books on some naval officer or some definite topic, giving author, full title, publisher, and class number of each book and then to locate the book on the shelf. Not an extremely difficult assignment, but what a fearful time was had by some luckless midshipman before he was able to hand his instructor his completed report!

If any time remained to him after his work was done during the period or subsequent periods, he was at liberty to read whatever suited his fancy. If he found any book sufficiently interesting he could borrow it and take it to his room. During the months

of June, July, and August he was required to read at least 300 pages, not more than half of which could be fiction. At the end of each month, he was given a written examination by the English department on his reading. Last summer the requirement was raised to 300 pages each month, not more than half of which could be fiction.

Most men read far more than this minimum. The type of books selected was surprising. They ranged through religion, philosophy, psychology, travel, history and biography with special attention to works on naval history, naval biography, and books dealing with the sea and maritime life. Park Benjamin's History of the Naval Academy, Two years before the mast, and different biographies of John Paul Jones have always been great favorites. Another much-read book is Admiral Mahan's From sail to steam, a delightful autobiography, by the way, **written with a charming simplicity** and dignity by this greatest of all naval historians. Relatively few books on the fine arts, sociology, or economics are asked for, as might be expected. One plebe brought to the writer two advanced works on naval strategy, and, with his face aglow with enthusiasm, told me they were the most interesting books he had ever read.

Last summer, we modified our plans somewhat with the hope that our midshipmen might gain more than a bowing acquaintance with the most important reference books and with the catalog. Each man was given a mimeographed sheet which contained the names of seven well-known reference works. Under each of the seven titles appeared a statement, the truth or falsity of which was to be verified by consulting the work. This statement was designed to require him to search for definite information in the prescribed source, and also to give him

an idea of the type of information to be found in that source.

We found that the men were able to do the work with reasonable accuracy, and with a minimum of direction from the English instructors or the library staff. It is impossible, of course, to state how much was actually learned from such exercises. But we do feel that the midshipmen have gained some definite conception of the vast amount of valuable information to be found in reference books, and some knowledge of the workings of our dictionary catalog.

LOUIS H. BOLANDER
Assistant librarian

U. S. Naval Academy
Annapolis, Md.

A Book Jamboree

Hidden! One hundred and fourteen titles of books. See if you can find them!

The call of the off shore wind seemed to predict clearing weather, and looking skyward we saw the new moon shining bright. The voyagers determined to get under sail by sunrise. The old brig's cargo was carried on board. The sailor's log was made out and Jim Davis had hidden the stowaway in Davy Jones's locker. In the gray dawn, the trade wind carried the square-rigged vessel slowly out on the blue water and headed her westward ho! Thus began the first of the famous voyages of Captain Scott, until now, unknown to history.

Within 20 hrs. 40 min. the boy whale-man sighted a whale and the cry arose, "She blows! and sparm at that!" Straight as the crow flies they were off pursuing the whale which led them a chase worthy of Moby Dick himself. Cruising back in the grey light, the pilot saw a dark frigate which proved to be a derelict manned with mutineers. Doubtless the ship had put off from Smugglers' Island and was sailing alone around the world in search of gold. As the captain of the crew watched the ship

approach, he ordered all hands on deck ready for instant combat. Hardly had the word been given, when a black buccaneer followed by a great tattooed man, sprang on deck. The captain's courageous companions fought like men of iron in the bright face of danger. Could Otto of the silver hand hold his own against Tonty of the iron hand? Could Oliver twist the short sword from the clutch of the Corsican? Grit a plenty was needed! Peter had courage to attack with his bare hands the tawny sea devil who was brandishing his sword of Damascus steel. Spurred on by thots of pirate plunder, the pirate foes were gradually winning their way. Yet just at the crisis of the fray, a great typhoon broke and all hands turned storm-fighters. All night long ships and cargoes tossed about like driftwood. Day broke to find the old jinx ship lying twenty thousand leagues under the sea, and the captain's vessel moored in a pearl lagoon bordering a mysterious island.

In true boy fashion, Bob North starts exploring and is soon lost in the jungle. Eyes of the woods seem to be watching him. Lions 'n tigers 'n everything seem ready to spring upon him. He knows that his only chance of safety lies in his nimble legs. Just as he is beginning to fly from that living forest of wild folk, a black arrow shoots past him into the sky, high as the eye could see. Instantly, Bob darted into a thicket and at the same time became aware that the atmosphere was smoky. Peering thru the trees, he saw a little settlement of shelters, shacks and shanties. A little smoke was issuing from the chimneys. Upon entering one of the shacks, Bob found that it belonged to Ghond the hunter. He soon learned that the hunters of the hills had come to track Bambi, the spotted deer. Ghond saw that the life of the deerslayer was not tolerated by the boy scout and his law, and with a beau geste, he turned to talk of other things. He told many tales worth telling of the jungle beasts and

men—of the red howling monkey who would not kill, of Kari the elephant, and of Hari the jungle lad. The boy in his turn, told of his high adventure at sea. When the shadows were lengthening, the old hunter told the boy who was the pathfinder, that he must show Bob back to the ship. The hunter rose and saluted the boy, "Bob, son of battle, may jungle peace go with thee!" and with these words, he slipped several pieces of gold into the boy's hand. The young trailers had no difficulty in finding their way to the ship. Making his pieces of eight jingle, Bob clambered on board well satisfied with his day's work, and was just in time to answer the roll call of honor and to have the red badge of courage pinned on his breast.

Adventurers all, if you would seek a great quest; if the call of the wild sings in your heart, follow careers of danger and daring, for only by taking the high-roads of peril will you find new worlds to conquer.

EVELYN R. SICKELS
Head of Schools division

Public library
Indianapolis, Ind.

Book Jamboree Titles

Call of the off shore wind, Paine
Clearing weather, Meigs
Skyward, Byrd
"We", Lindbergh
New moon, Meigs
The Voyagers, Colum
Under sail, Riesenber
Old brig's cargo, Pulsford
The Sailor's log, Evans
Jim Davis, Masefield
Jim, Roberts
The Stowaway, Harper
Davy Jones's locker, Fulton
Gray dawn, Terhune
The Trade-wind, Meigs
Square rigged, Calvin
Blue water, Hildebrand
Westward Ho!, Kingsley
The Voyages of Captain Scott, Turley
Unknown to history, Yonge
20 hrs. 40 min, Earhart
The Boy whaleman, Tucker
"She blows! and sparm at that!", Hopkins
As the crow flies, Meigs
Pursuing the whale, Cook
Moby Dick, Melville
Greylight, Green

The Pilot, Cooper
Dark frigate, Hawes
The Derelict, Nordhoff
Mutineers, Haws
Smugglers' island, Kneeland
Sailing alone around the world, Slocum
In search of gold, Fordyce
The Captain of the crew, Barbour
Black buccaneer, Meader
The Tattooed man, Pease
Captains courageous, Kipling
Courageous companions, Finger
Men of iron, Pyle
The Bright face of danger, Sublette
Otto of the silver hand, Pyle
Tonty of the iron hand, McNeil
Oliver Twist, Dickens
The Short sword, Irwin
The Clutch of the Corsican, Bill
Grit-a-plenty, Wallace
Peter had courage, Fuess
Courage, Barrie
Bare hands, Daniel
Tawny, Hinkle
The Sea devil, Lowell Thomas
Damascus steel, Murphy
Pirate plunder, Potts
The Pirate, Scott
Winning their way, Faris
The Crisis, Churchill
Typhoon, Conrad
Storm fighters, Whiting
Ships and cargoes, Leeming
The Jinx ship, Pease
20,000 leagues under the sea, Verne
The Pearl lagoon, Nordhoff
Mysterious island, Verne
True-boy, Hinkle
Bob North starts exploring, North
Lost in the jungle, Du Chaillu
Eyes of the woods, Altshele
Lions 'n tigers 'n everything, Cooper
Chance, Conrad
Nimble-legs, Capuana
Beginning to fly, Hambur
Living forest, Heming
Wild folk, Scoville
Black arrow, Stevenson
Sky high, Hodgins
Smoky, James
Shelters, shacks and shanties, Beard
Little smoke, Stoddard
Ghond the hunter, Mukerji
Hunters of the hills, Altshele
Bambi, Salten
The Spotted deer, Gregor
The Deerslayer, Cooper
The Boy scout and his law, Chalmer
Beau Geste, Wren
Tales, Poe
Tales worth telling, Finger
Jungle beasts and men, Mukerji
The Red howling monkey, Teen-Van
Monkey who would not kill, Drummond
Gari, the elephant, Mukerji
Hari, the jungle lad, Mukerji
Lad, Terhune
High adventure, Hall
The Boy who was, Hallock

The Pathfinder, Cooper
 The Hunter, Glanville
 Bob, son of battle, Ollivant
 Jungle peace, Beebe
 Gold, White
 The Young trailers, Altsheier
 Pieces of eight, Le Gallienne
 Jinglebob, Rollins
 Day's work, Kipling
 The Roll call of honor, Quiller-Couch
 The Red badge of courage, Crane
 Adventurers all, Wade
 Great quest, Hawes
 The Call of the wild, London
 Careers, Rodger
 Careers of danger and daring, Moffat
 Highroads of peril, Bill
 New worlds to conquer, Halliburton

A Timely Program for Commencement

Current interest in the signing by 53 nations of the General Pact for the Renunciation of War, the international acceptance of the Root formula for the entrance of the United States into the World Court, and the ratification by the Senate of the Pan-American Treaty of Conciliation makes the subject of peace the appropriate key-note of a High-school commencement program. A list of peace material suitable for graduation exercises has been prepared by the Education committee of the Pennsylvania branch of the Women's International League for Peace and Freedom.

The source material includes music, Scripture reading, poems, and subjects for essays and speeches. It has been selected by practical class-room teachers and principals. The list is now ready for distribution and can be obtained, without charge, by application to the Women's International League, 1924 Chestnut Street, Philadelphia, Pa.

The old home of Eugene Field, poet, is to be moved to one of the Denver city parks for use as a branch of the Denver public library. Mrs J. J. Brown bought the residence and gave it to the city. The branch will be known as the Eugene Field Memorial library, and an effort will be made to give a Field atmosphere to the library in its collections and contents.

News from the Field

East

Miss Eleanor Flynn, senior assistant in the Public library, Somerville, Mass., has been awarded the E. P. Dutton fellowship for library work among children.

Central Atlantic

Grace W. Bell, for a number of years in the Reference department of the Grosvenor library of Buffalo, has been made vice-librarian of the Public library of Lackawanna, New York.

Mrs C. M. Wilkes of Chicago and Washington left the Chautauqua Institution, New York, \$100,000 for a library building. She also left a collection of rare books and objects of art to be placed in the library.

Augustus G. Paine of New York City has given \$150,000 to the town of Willsboro, N. Y., for a library in memory of his mother. In his gift Mr Paine has provided for maintenance of the library by an endowment in perpetuity.

Marion Comings, W. R. '06, formerly architectural librarian in the Art institute of Chicago and organizer of the library of the Cleveland museum of art, is in charge of the art division which was opened in the Carnegie library of Pittsburgh, May 19.

Dr Otto Kinkeldey, chief of the Music division of the New York public library, has been appointed librarian at Cornell University. He succeeds Dr Willard Austen who became librarian emeritus last year after a service of 37 years. Dr E. R. B. Willis who has been assistant librarian since 1923, will become associate librarian when Dr Kinkeldey assumes his new duties, October 1.

Dr Kinkeldey is an eminent scholar in the field of music and will continue to participate in graduate instruction in that department of Cornell University. He will have the title of professor of musicology and will thus be-

come a member of the faculty of arts and sciences.

Joseph K. Hall, of the University of Kentucky library, will be acting librarian of St. Thomas College, Scranton, Pennsylvania, for 1930-1931. Francis E. Fitzgerald, the librarian, will be absent for the year, having received a Carnegie Fellowship for that period at Columbia University School of Library Service. Mr Fitzgerald received the honorary degree, Litt.D., at Little Rock College, Little Rock, Arkansas, June 8.

The assets of the Reference division, New York public library, amounts to \$34,265,915. The income from investment is \$1,227,232; gifts, \$22,227; sales of miscellaneous duplicates, \$6,717; proceeds sale of catalogs, bulletins, etc., \$8,503. Reimbursements, \$19,790; fines at the central building, \$19,782; maintenance and repairs for the central building, \$93,500; telephone calls, \$4,392. Disbursements: general administration, \$60,180; salaries, \$983,724; books and periodicals, \$101,389; central building maintenance and repairs \$93,500; photostat supplies \$11,174; special operating expenses, \$14,287.

In the Circulating department, the receipts were \$1,636,353, of which the city of New York gave for the maintenance of 44 branches, \$1,501,610; fines, lost and paid for books, \$109,539. Disbursements: salaries and wages, \$1,143,510; books and periodicals, \$167,750; binding of books, \$82,250; general repairs, \$15,632. Income from the Municipal Reference branch, \$26,598; disbursements: books and periodicals, \$2,502; salaries, \$20,820.

Persons using the Reference department collections, 1,915,415, consulting 4,157,645v. From the Circulation department, 11,103,019 v. were taken for home use. If to the use of the branches of the New York public library is added the use of the Brooklyn and

Queens Borough systems, the total circulation for Greater New York would be 20,231,636 v. In addition, more than 7,000,000 books were lent by the Board of Education libraries. Books in the system, 3,296,281 v. Figures connected with the Reference department for this year are the largest on record.

The problem of the size of the catalog which has become "bulky and difficult to use" and of the space taken up by the tray storage brings the problem of catalogs up for definite consideration. The record of gifts received, many of which are unique and valuable, presents a most pleasing story of the generosity of the friends of New York public library.

Lloyd W. Josselyn, vice-librarian of the Public library of Buffalo, New York, by study in the University of Buffalo has been enabled to transfer to Brown University the credits necessary to receive the degree for which he studied in his student days at Brown. At the next commencement at Brown University, therefore, Mr Josselyn will be permitted to add the initials "C. E." to his name.

Central

Recently, a hospital library unit in the City library, Youngstown, Ohio, was completed and opened to the public. This is the fourteenth institution to be served by the Hospital department of the library and already is making a record.

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